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ENHANCEMENT

GNWT NATIVE LANGUAGE SERVICES

103-04198/

ENHANCEMENT OF GNWT NATIVE LANGUAGE SERVICES

GNWT Proposal Submitted to the Federal Government
May 1984

Executive Council
Government of the Northwest Territories

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1. G N W T B R I E F

Enhancement of Native Language Services

ENHANCEMENT OF NATIVE LANGUAGE SERVICES

Objective

To enable Northern residents of aboriginal descent to communicate and receive services from the Government of the Northwest Territories in a manner and language to which they are accustomed.

Policy Goals

1) To increase translation/interpretation services provided by the GNWT to allow improved access to public services to native people whose first language is not English.

2) To increase GNWT capability to train native people as interpreters/translators.

3) To increase employment of bilingual northerners within the public service.

4) To conduct research necessary to develop languages to a standard where they can be recognized as official working languages.

Decision(s) Required

1) Assuming the Federal Government meets its commitment to provide funds to enhance native language services in the N.W.T., it is recommended:

   a) That a G.N.W.T. Ministerial Task Force be commissioned to recommend to Executive Council on the implementation of a long term strategy to develop the native languages and to introduce these languages as the working languages of the G.N.W.T.

   b) That the G.N.W.T. accelerate training of interpreters/trainers to improve access to public services by native people whose first language is not English.

   c) That beginning immediately, a feasibility study be conducted on the development of a school of native languages with Eastern and Western Campuses to provide native language training to meet demands for:

      i) Bilingual teachers.
      ii) Interpreter/translators.
      iii) Language specialists in a variety of fields (medical, courts, Legislative Assembly).
      iv) Language training for public servants.

d) That as qualified interpreter/translators become available, first priority be given to enhancing services provided to those individuals who are least able to access available public services such as, the aged, the ill and infirmed, the poorly educated, and the destitute, and that a second priority be given to improving public communication to promote health and safety.

e) That current programs designed to develop and enrich the native languages be continued and enhanced.

Considerations

Composition of the N.W.T. Population

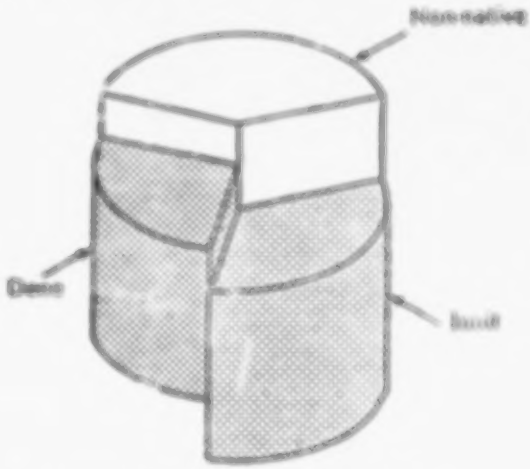
The Northwest Territories is the only jurisdiction in Canada where native people are in a majority. This majority is reflected in the composition of the Legislative Assembly and in the demand for public services. Figure 1 illustrates a breakdown of the population into the three major Ethnic Groups.

Ethnicity

	June 1981	
	(no.)	(%)
All Groups	45 737	100.0
Native	26 430	58.0
Dene	10 130	23.1
Inuit	15 910	34.9
Non-Native	19 107	42.0

(Excludes population in institutions.)

Source: GNWT Bureau of Statistics



The two major native groups: the Inuit and Dene include a number of sub-groups. In the case of the Dene, there are six distinct language groups (Dogrib, South Slavey, North Slavey, Chipewyan, Cree and Loucheux) and in the case of the Inuit, there are two (Inuvialuktun and Inuktitut).

Government as an Employer

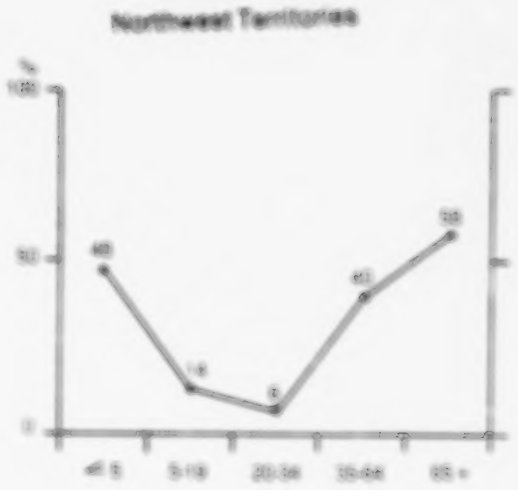
Representation of Native People within the Public Service

One priority of the GNWT is to increase the employment of native people in the public service, however approximately only 29% of the public service is of native ancestry. (See Appendix B) While this priority is demonstrated to greater degree in the regions (Baffin (46%), Keewatin (46%), Kitikmeot (43%), and Inuvik (33%)), the per-

PERCENTAGE OF NATIVE PEOPLE WHO SPEAK NEITHER ENGLISH NOR FRENCH BY REGION AND AGE GROUP

centage of native people on staff who speak both a Native language and English (bilingual) does reflect the percentage of bilingual native people in the general population. (See Table 1 Appendix C)

Although many native northerners are not bilingual, employment statistics indicate that native people who are not fluent in English have very little chance of securing employment with the GNWT. The 1981 Census Statistics indicate (see Appendix A) that approximately 50% of the total native population speak an indigenous language at home and almost 25% do not speak any English at all.



Government as a Communicator

To increase communication in native languages, the government has determined that an audio-visual approach would be most effective. This approach is based on the findings of the Dene Language Information Review, in which two thirds of the respondents said they had not received sufficient information concerning government programs, and what they had received was not easy to read or understand. The survey indicated that there was a relatively large group of respondents who were not fluently bilingual and many who could not read English well. Respondents felt that the best medium for disseminating government information was the radio.

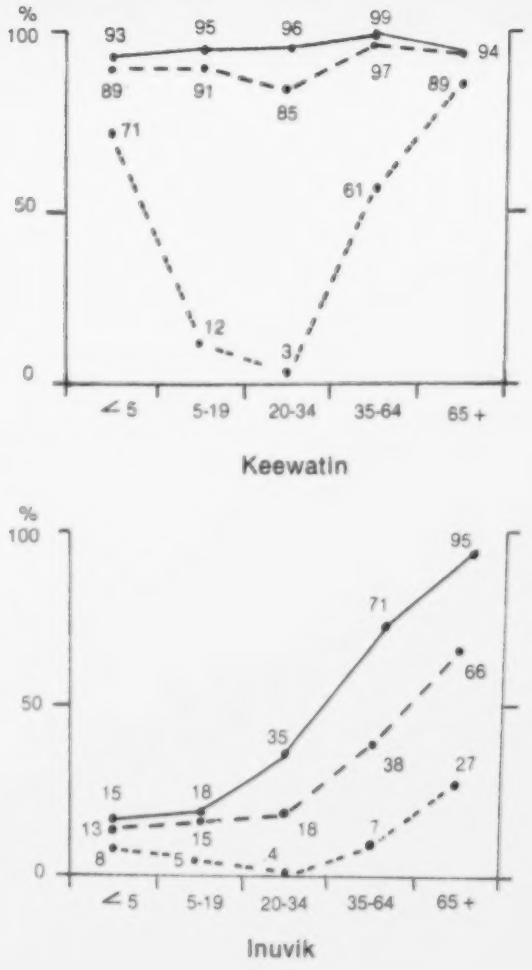
Of greater importance, however, is the need for more effective communication in the delivery of services offered by government departments. In light of the fact that native people who do not speak English are generally in most need of public services (the aged and poorly educated), provision of services in English only, denies equal access to these individuals.

Native Language Retention in the Regions

The high retention rate of indigenous languages in the Baffin and Keewatin regions contrasts the retention of indigenous languages in the west. (See Table 6 Appendix A) The Dene and Inuvialuit in the west have experienced dramatic declines in their use of native languages over just one or two generations. Communities like Rae in the Fort Smith Region, where the indigenous language is predominant, are uncommon in the west, and unless this trend is reversed some of the indigenous languages of the north could be lost forever.

The contrast in native language retention between the east and west is illustrated here by the Inuvik and Keewatin regions. (Appendix C provides a detailed breakdown for all regions.) Without benefit of a detailed study, the difference in language retention between Inuvik and Keewatin may be partially explained by the language of instruction in school. In all Keewatin schools the language of instruction is Inuktitut from K-3, while only one community in the Inuvik Region, Fort Franklin, provides native language instruction.

Furthermore, the high retention rate of Inuktitut in the eastern Arctic counters the argument that the decline of native languages is irreversible. For example, in the Keewatin region 94% of those with a native mother tongue speak Inuktitut most often at home despite the fact that the ability to speak both Inuktitut and English ranges from 88% to 97% in the school age and working age populations. (See Appendix A Table 4)



——— Native Mother Tongue

– – – Native Home Language

-- -- -- Neither English nor French speakers

Source: Statistics Canada 1981 Census

Need for Qualified Teachers Fluent in a Native Language

As indicated above, one of the primary factors in influencing the retention or decline in the use of native languages is the education system. Approximately 40% of respondents to the Dene Language Information Review (1984), suggested that teaching native languages and cultures as part of the school curriculum was necessary to preserve the Dene language and culture. But the lack of an adequate

supply of trained native teachers seriously limits any attempts to address this problem. This situation is illustrated by the fact that in 1980-81, only 5% of the 740 teachers in the NWT were graduates of the Northwest Territories' teacher education program. Moreover, attempts to change this situation are hampered by the lack of materials and curricula in the native languages. Consequently, the GNWT is developing a field based teacher education program and has developed a field-based native language program which will provide material that could be used to develop native language curriculum. But this special language program is only being funded to the end of FY 1984/85. Moreover, despite significant progress in developing curriculum specialists fluent in a native language, such specialists are in extremely short supply.

Native People and the Law

The inability to provide translation and interpreting services in NWT courts is seen as a denial of the rights of native people to a fair hearing. The denial of these rights, guaranteed by the Canadian Charter, is a source of grave concern to the judiciary and those working with the legal system.

Currently, the GNWT does not have the capability to support full-time interpreters for the courts. Court interpreters therefore are usually selected from the community in which the court is sitting. This situation has proven to be unsatisfactory for a number of reasons, but mainly because the individuals selected are not trained interpreters and do not understand the court process.

Public Support for Enhanced Native Language Services in the NWT

MLAs and native groups (see resolutions passed at recent meetings in Appendix D) speaking on behalf of their constituents have all made public statements in support of the increased use of native languages within the GNWT. Failure of the GNWT to respond to these sentiments in light of the intention to introduce French as an official language of the N.W.T. will seriously undermine the credibility of both the Federal and the Territorial Governments.

Division of the Territories

While the GNWT has been attempting to address the concerns of the people for the preservation and promotion of their language and culture, what is seen as erosion of the indigenous languages and cultures has been a major factor in the development of the strong support among native peoples of the NWT to divide the territories. Many native northerners believe that smaller administrative districts will allow the respective governments to be more culturally attuned and to communicate in the native languages.

Financial Implications

FINANCIAL REQUIREMENTS (FOR DETAIL REFER TO APPENDIX E)

Goal 1 To increase translator/interpreter Services

Description of Enhancement	Present Enhancement FY 1984/85-1985/86 $000's	PYs	Future Enhancement FY 1985/86 + $(000)	PY's	Current Budget + Continuing Enhancement $000's	PY's
Internal GNWT Translation	1191	25	0	0	2718	55
Interpreter training	150	0	0	0	0	0
Sub Total	1341	25	0	0	2718	55
Priority Programs						
. Legal System	906	9	0	0	919	9
. Health	340	11	105	3.5	445	14.5
Sub-Total	1246	20	105	3.5	1364	23.5
Goal #1 Total	**2587**	**45**	**105**	**3.5**	**4082**	**78.5**

Goal 2 To increase GNWT capability to train native people

Indigenous Language Program	235	2.5	1535	7.5	1770	10
School of Aboriginal Languages	35	0	700	7	700	7
Classroom Assistants	250	5	250	5	500	10
Language Commissions	0	0	200	0	200	0
In-service Teachers	0	0	115	0	115	0
Teacher Education	0	0	750	4	650	4
Goal #2 Total	**520**	**7.5**	**3550**	**23.5**	**3935**	**31**

FINANCIAL REQUIREMENTS (FOR DETAIL REFER TO APPENDIX E)

Goal # 3 To increase employment of bilingual Northerners.

Description of Enhancement	Present Enhancement FY 1984/85-1985/86 $000's	PYs	Future Enhancement FY 1985/86 + $(000)	PY's	Current Budget + Continuing Enhancement $000's	PY's
Staff Training						
- Bilingual northerners in other skill areas	1039	0	0	0	1159	2
- Native language proficiency	250	2	0	0	150	0
Language Promotion	603	0	100	0	465	0
Public Information (Schools)	0	0	215	5	215	5
Goal #3 Total	**1892**	**2**	**315**	**5**	**1989**	**7**

Goal # 4 To conduct language research.

Native Language Task Force	286	6	0	0	0	0
Assessment of Community language base	0	0	200	0	0	0
Language Learning Research	50	0	50	0	0	0
TEP Assessment	75	.5	0	0	0	0
Goal #4 Total	**411**	**6.5**	**250**	**0**	**0**	**0**
Goals Total	**5410**	**61**	**4220**	**32**	**10,006**	**116.5**

Detailed Capital and Support						
Capital: Language Bureau	200	0	0	0	0	0
Community Library	75	0	0	0	0	0
Teacher Education	180	0	0	0	0	0
Courts	256	0	0	0	0	0
Legislative Assembly	54	0	0	0	0	0
Total Capital	765	0	0	0	0	0
Support: Administration	540	6	630	7	1530	17
Start-up printing	500	2	700	3	1947	16
Accommodation (Lease)	140	0	170	0	211	0
Total Support	1180	8	1500	10	3688	33
Grand Total	**7355**	**69**	**5720**	**42**	**13,964**	**149.5**

Conclusions

1) The continued support of the GNWT as the legitimate representative of native northern residents is inexorably tied to the ability of the GNWT to provide access to public services in keeping with the language and customs of native people.

2) Despite the strong priority placed on native language development and use within the GNWT, the ability of the GNWT to meet these demands is extremely constrained by the short supply of qualified native people who are able to provide services directly to the public or act as interpreters/translators for those employees who are not fluent in a native language.

3) In the long term, it is preferable to have a fluently bilingual public service. However, there will always be a requirement for interpreters/translators who are able to act as intermediaries between the northern government and other governments and private agencies in Canada.

4) A long term strategy to make the optimal use of trained bilingual northerners will be needed to ensure effective use of existing resources.

5) Ultimately, it will be the native people themselves who will determine if native languages will survive.

6) Unilingual English employees who have taken jobs in the North should be given an opportunity to become fluent in a native language.

7) All services now provided by the GNWT should be assessed to determine what barriers exist which may prevent the provision of these services to native people who do not speak English.

Priorities

1) The GNWT, in consultation with the people of the N.W.T., should decide on the appropriate objectives, priorities and plans for making the native languages the working languages of the north.

2) Beginning immediately, the priority to increase the supply of qualified employees who speak a native language in the public service must be accelerated.

3) In the placement of interpreters/translators, a priority should be given to those services provided to unilingual native people who are least able to access these services, the aged, the uneducated and the infirm.

4) Independent agencies such as the Athabaskan Steering Committee and Inuit Cultural Institute should be given the resources and the mandate to monitor implementation of language services and to advise government accordingly.

5) The Teacher Education Program (T.E.P.) particularly the field-based component should be expanded to increase the number of trained northern teachers and the highest priority should be given to expanding native language instruction in the elementary grades.

6) The field-based language program should be continued to preserve the verbal history of the native people of the N.W.T. which is primarily retained by the elders.

2. APPENDICES

APPENDIX A

Language Tables

A TABLE 1

MOTHER TONGUE OF NATIVE AND NON NATIVE POPULATION

	TOTAL	ENGLISH	FRENCH	TOTAL INDIGENOUS	DENE	INUKTITUT
N.W.T.						
Total	45,535	24,650	1,230	18,075 (40%)	4,900 (11%)	13,175 (29%)
Non Native	19,110	16,405	1,115	—	—	—
Native	26,430	8,245	115	18,075 (68%)	4,900 (19%)	13,175 (50%)
Baffin						
Total	8,300	1,215	180	6,825 (82%)	—	6,825 (82%)
Non Native	1,325	1,090	170	—	—	—
Native	6,970	125	15	6,825 (98%)	—	6,825 (98%)
Keewatin						
Total	4,310	580	30	3,675 (85%)	—	3,675 (85%)
Non Native	470	415	25	—	—	—
Native	3,845	165	—	3,675 (96%)	—	3,675 (96%)
Kitikmeot						
Total	3,245	1,155	5	2,065 (64%)	—	2,065 (64%)
Non Native	345	325	5	—	—	—
Native	2,895	830	0	2,065 (71%)	—	2,065 (71%)
Inuvik						
Total	7,430	5,375	175	1,725 (23%)	1,180 (16%)	545 (7%)
Non Native	2,650	2,325	170	—	—	—
Native	4,780	3,050	5	1,725 (36%)	1,180 (25%)	545 (11%)
Fort Smith						
Total	22,255	16,325	845	3,770 (17%)	3,700 (17%)	70
Non Native	14,315	12,255	740	—	—	—
Native	7,940	4,070	95	3,770 (47%)	3,700 (47%)	70

Source: 1981 Census of Canada
All numbers random rounded.

TABLE 2

LANGUAGE SPOKEN MOST OFTEN AT HOME

		POPULATION	ENGLISH	FRENCH	TOTAL INDIGENOUS	INUKTITUT	OTHER
N.W.T.	**Total**	**45,540**	**28,945 (64%)**	**630 (1%)**	**15,455 (34%)**	**11,970 (26%)**	**3,485 (8%)**
	Non Native	19,110	18,025	575		10	5
	Native	26,430	10,925	50	15,370 (58%)	11,960	3,410
Baffin	**Total**	**8,300**	**1,435 (17%)**	**160 (2%)**	**6,715 (81%)**	**6,715 (81%)**	**—**
	Non Native	1,330	1,170	135		10	—
	Native	6,970	255	5	6,710 (96%)	6,710	—
Keewatin	**Total**	**6,315**	**795 (13%)**	**10 (.2%)**	**3,505 (81%)**	**3,505 (81%)**	**—**
	Non Native	465	450	10		5	—
	Native	3,850	345	—	3,505 (91%)	3,505	—
Kitikmeot	**Total**	**3,260**	**1,735 (53%)**	**5 (-)**	**1,505 (46%)**	**1,505 (46%)**	**—**
	Non Native	360	360	—		5	—
	Native	2,900	1,390	—	1,500 (52%)	1,500	—
Inuvik	**Total**	**7,430**	**6,220 (84%)**	**100 (1%)**	**1,080 (15%)**	**230 (5%)**	**850 (11%)**
	Non Native	2,650	2,530	100		—	—
	Native	4,780	3,695	—	1,080 (23%)	230	850
Fort Smith	**Total**	**22,255**	**18,765 (84%)**	**375 (2%)**	**2,655 (12%)**	**20(-)**	**2,635 (12%)**
	Non Native	14,315	13,530	330		—	5
	Native	7,940	5,235	40	2,655 (33%)	20	2,635

Note: Inuvialuktun includes Athapaskan Languages and other Indian Languages.

Source: 1981 Census of Canada
All numbers random rounded.

A TABLE 1

ABILITY TO CONVERSE IN ENGLISH OR FRENCH

		POPULATION	ENGLISH	FRENCH	ENGLISH AND FRENCH	NEITHER ENGLISH NOR FRENCH
N.W.T.	Total	45,540	36,300 (80%)	60 (.1%)	2,755 (6%)	6,345 (14%)
	Non Native	19,110	16,630	50	2,345	85
	Native	26,430	19,750	10	405	6,265 (24%)
Baffin	Total	8,300	4,745 (57%)	15 (.2%)	405 (5%)	3,135 (38%)
	Non Native	1,330	945	15	365	—
	Native	6,970	3,795	5	40	3,130 (45%)
Keewatin	Total	4,395	3,080 (72%)	5 (.1%)	75 (2%)	1,145 (27%)
	Non Native	465	395	5	70	—
	Native	3,850	2,695	5	5	1,145 (30%)
Kitikmeot	Total	3,260	2,370 (73%)	—	50 (2%)	825 (25%)
	Non Native	340	305	—	35	—
	Native	2,900	2,065	—	5	825 (28%)
Inuvik	Total	7,430	6,775 (91%)	15 (.2%)	390 (5%)	265 (4%)
	Non Native	2,650	2,295	5	345	5
	Native	4,780	4,480	5	35	260 (5%)
Fort Smith	Total	22,255	19,405 (87%)	30 (.1%)	1,845 (8%)	975 (4%)
	Non Native	14,315	12,685	25	1,530	80
	Native	7,940	6,715	—	315	895 (11%)

Source: 1981 Census of Canada
All numbers random rounded.

A TABLE 4

LANGUAGE AND LANGUAGE USAGE FOR NATIVE PERSONS
PERCENTAGES BY REGION

	Native Mother Tongue (%)	Native Home Language (%)	Native Home Language For those with Native Mother Tongue (%)
N.W.T.	68	58	84
Baffin	98	96	98
Keewatin	96	91	94
Kitikmeot	71	52	71
Inuvik	36	23	59
Fort Smith	47	33	67

Source: Statistics Canada 1981 Census

A P P E N D I X B

Comparsions of GNWT Employees to NWT Population

REGIONAL COMPARISON OF NATIVE LANGUAGE/ENGLISH LANGUAGE SPEAKERS TO GNWT EMPLOYEES WHO ARE NATIVE LANGUAGE/ENGLISH LANGUAGE SPEAKERS

	Total Population	GNWT Employees	Total Native/English Speakers(%)	GNWT Native/English Speakers (%)
N.W.T.	45540	3420	11800 (26%)	580(17%)
Baffin	8300	510	3690 (44%)	177(35%)
Keewatin	4315	232	2530 (59%)	112(48%)
Kitikmeot	3240	185	1240 (38%)	68(37%)
Inuvik	7430	347	2875 (13%)	66(19%)
Fort Smith	22255	2068*	1460 (20%)	258(13%)

Source: 1981 Statistics Canada Census and GNWT Department of Personnel.

Note*: Fort Smith includes Headquarters data.

REGIONAL COMPARISON OF NATIVE POPULATION AND UNILINGUAL NATIVE SPEAKERS TO G.N.W.T. NATIVE EMPLOYEES AND UNILINGUAL NATIVE SPEAKERS

	Total Population	GNWT Employees	Total Native Population (%)	Total Native Employees (%)	Total Unilingual Native Speakers (%)	GNWT Unilingual Native Speakers (%)
N.W.T.	45540	3320	26430 (58%)	924 (28%)	6265 (24%)	88 (3%)
Baffin	8300	495	6970 (84%)	226 (46%)	3130 (45%)	61 (12%)
Keewatin	4315	256	3850 (89%)	119 (46%)	1145 (30%)	12 (5%)
Kitikmeot	3240	187	2900 (90%)	78 (42%)	825 (28%)	12 (6%)
Inuvik	7430	373	4780 (36%)	145 (39%)	260 (5%)	0 (-)
Fort Smith	22255	1973*	7940 (64%)	356 (18%)	895 (11%)	3 (.2%)

Source: 1981 Statistics Canada Census and GNWT Department of Personnel 1983 (calendar year) totals of native employees. (GNWT employees column figures reflect 75% of 1983-84 Main Estimates figures and 25% of 1982-83 Main Estimates figures to represent a 1983 calendar year).

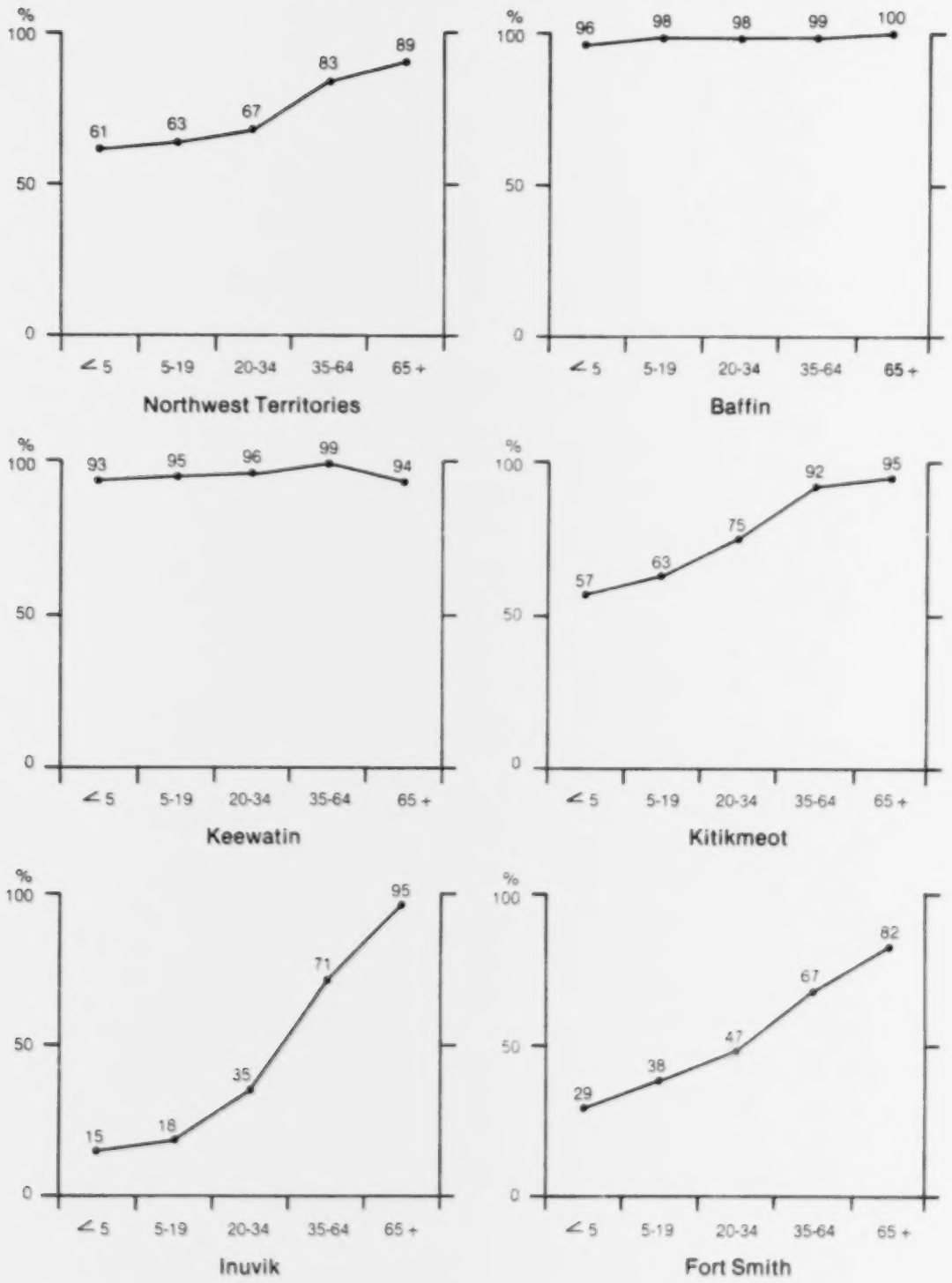
Note: Fort Smith includes Headquarters data.

A P P E N D I X C

Graphs illustrating language by Region and Age

FIGURE I

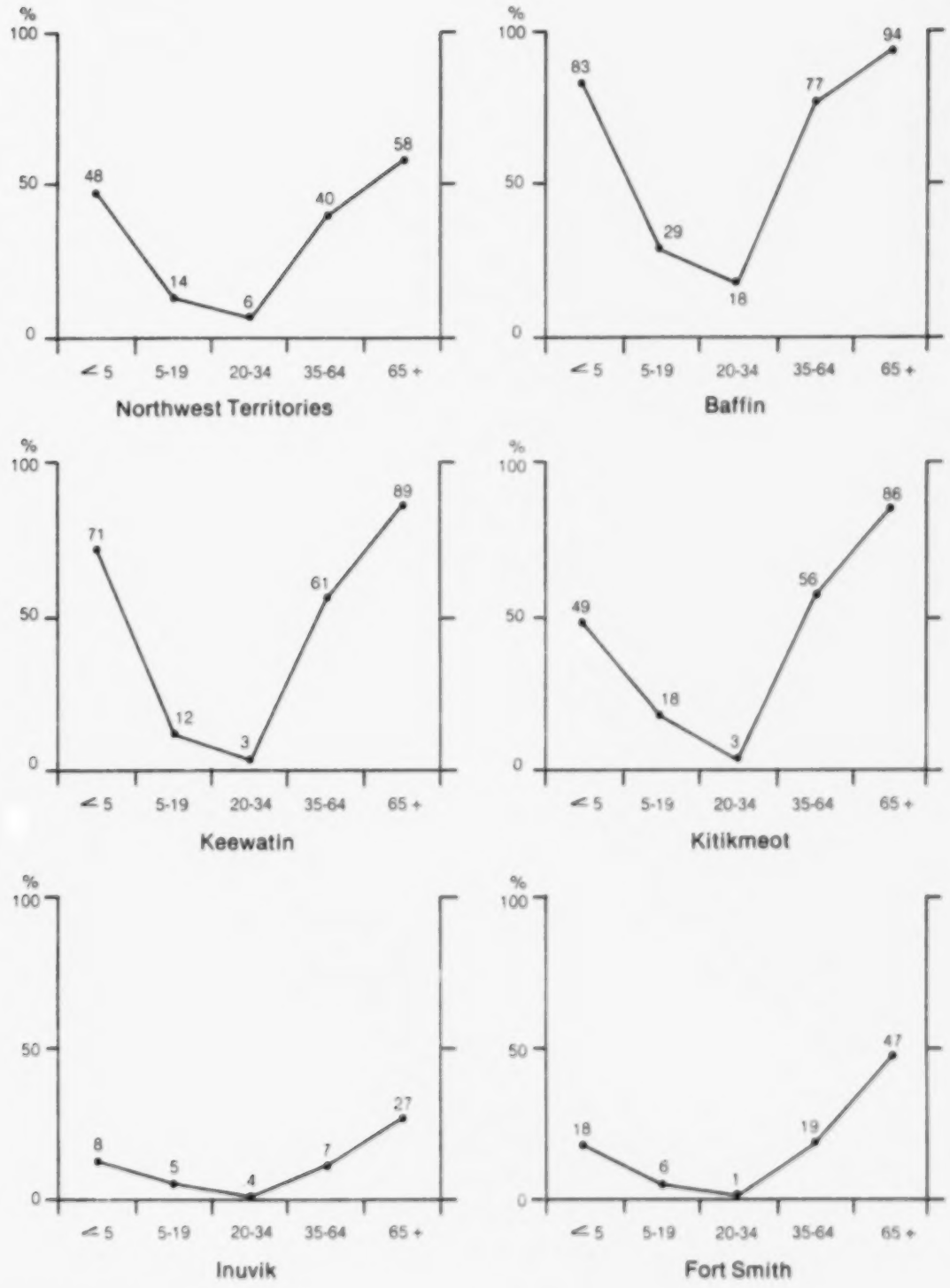
Percentage of Native People whose Mother Tongue is a Native Language by Region and Age Group



Source: Statistics Canada 1981 Census

FIGURE 2

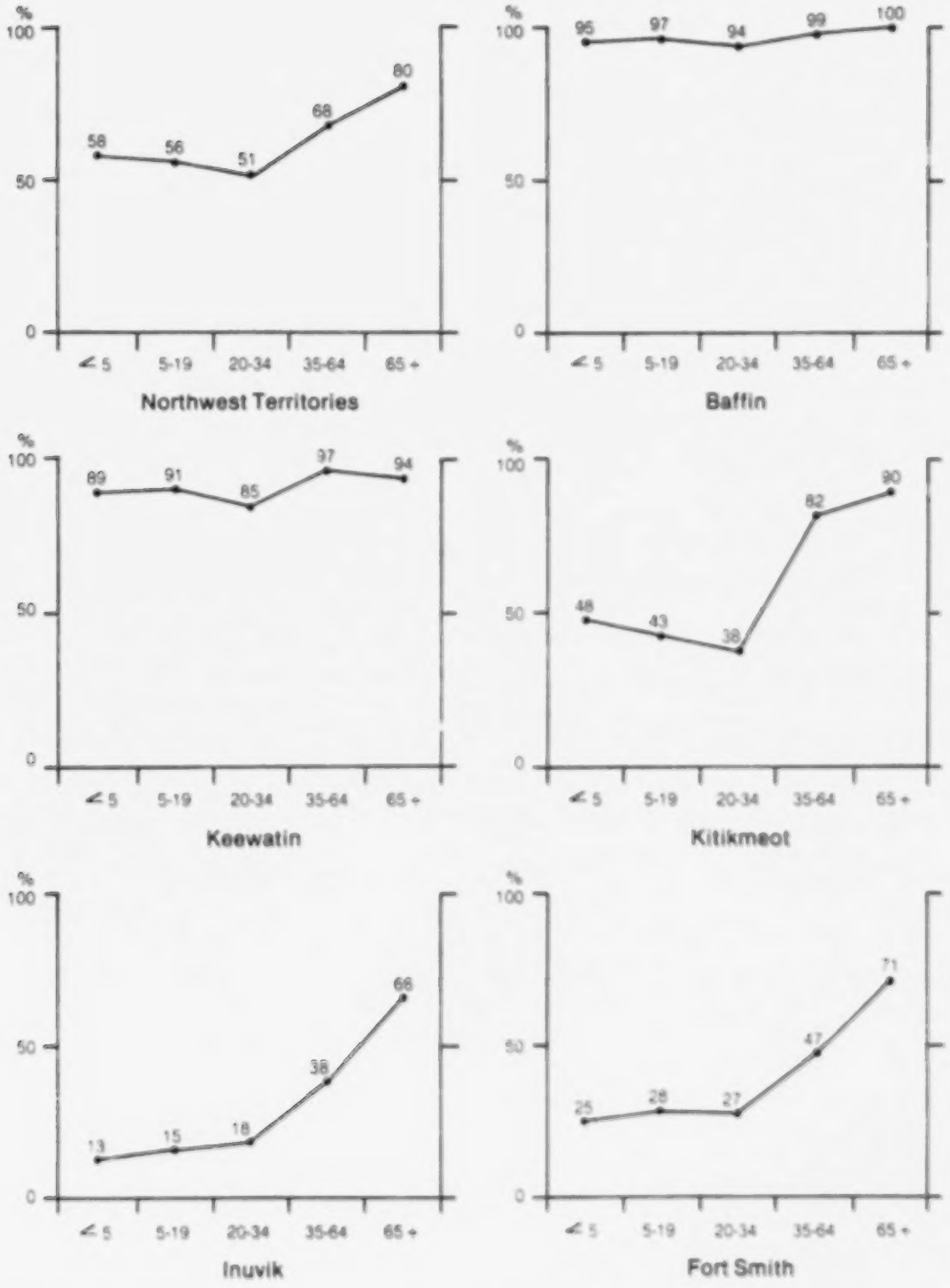
Percentage of Native People who Speak neither English nor French by Region and Age Group



Source: Statistics Canada 1981 Census

FIGURE 3

Percentage of Native People whose Home Language Is a Native Language by Region and Age Group



Source: Statistics Canada 1981 Census

APPENDIX D

Comments from Dene Nation and Inuit Cultural Institute

DENE NATION

DENENDEH NATIONAL OFFICE

P.O. Box 2338
Yellowknife, N.W.T.
X1A 2P7

Phone: 873-4081
Telex: 034-45556

April 19, 1984

The Honourable Nick Sibbeston,
Minister of Culture
Government of the Northwest Territories
Yellowknife, NWT
X1A 2L9

Dear Mr. Minister:

Re: Dene Languages & GNWT Position on Official & Minority Languages

Thank-you for your letter dated April 10, 1984 regarding the development of a GNWT position/policy on language.

At our recent leadership meeting held in Fort Good Hope, from April 11-16, 1984 the Dene leadership had an opportunity to fully discuss the plans of the GNWT to develop a position on language and the recent announcement made by the Minister of Indian and Northern Affairs regarding a policy of bilingualism for the north.

Attached is a copy of the resolution passed unanimously by the Dene leaders supporting that the Legislative Assembly should introduce legislation recognizing the indigenous languages of the Dene as official languages in the N.W.T. and requesting financial resources and program implementation to support the establishment of Dene languages as working languages in the N.W.T.

We trust that this illustrates quite clearly what the position of the Dene Nation is in regards to language or any policy which may be developed in relation to Dene languages.

In friendship

Stephen Kakfwi
President

c.c. All GNWT MLA's
Rose Lamothe, Ministry of Culture
ITC
CBPC

APR 20 1984

RESOLUTION # 21

LEADERSHIP MEETING
FORT GOOD HOPE, N.W.T.
APRIL 11-16, 1984

WHEREAS the Leadership of the Dene Nation believes that the culture of indigenous peoples is intimately bound with their traditional languages and has been so since time immemorial;

AND WHEREAS the Leadership of the Dene Nation believes deeply that survival of our indigenous culture and way of life depends on the survival of traditional languages;

AND WHEREAS the Leadership of the Dene Nation believes that indigenous peoples have a fundamental right to protect and develop their way of life;

AND WHEREAS the indigenous population in the Northwest Territories is in the majority;

AND WHEREAS John Munro, Minister of DIAND has introduced a Bill in the Parliament of Canada which would unilaterally impose the French language on the people of the N.W.T.;

BE IT RESOLVED THAT the Legislative Assembly of the N.W.T. introduce legislation to recognize the indigenous languages of the Dene as official languages of the N.W.T.;

BE IT FURTHER RESOLVED THAT the Executive of the Dene Nation pressure the Government of the Northwest Territories to commit funds and resources for the continuation of existing indigenous language programs and to ensure their further development and expansion;

BE IT FURTHER RESOLVED THAT the Government of Canada and the Government of the N.W.T. initiate policies and programs within their respective Governments that acknowledge and support the indigenous cultures of the North;

BE IT FURTHER RESOLVED THAT the Government of Canada and the Government of the N.W.T. introduce the indigenous languages of the North in an official capacity in the work-place, the courts, and the schools.

MOVED BY: Chief Jim Thom, Fort Providence
SECONDED BY: Frank T'Sellie, Regional Chief, Fort Good Hope
PASSED UNANIMOUSLY
April 15, 1984

Inuit Cultural Institute Motion 1/84

Whereas the Inuktitut language and Inuit Culture are inextricably bound and have existed since time immemorial;

Whereas the Inuit hold as fundamental truth that the demise of Inuktitut as a living and working language forbodes the demise of the Inuit as a people and as a culture;

Whereas Inuktitut currently has one of the largest number of speakers of all native languages in Canada and is prominant in day to day use within the Inuit community;

Whereas Inuktitut must become the language of the workplace, the language of government, the language of education, the language of justice and law if it is to continue to be a viable living language in the Northwest Territories;

Be it resolved that government legislation and policies must continue to be initiated which ensure the viability of Inuktitut in the Northwest Territories and grant to Inuit those same rights which Canadians in other regions of Canada enjoy with respect to daily services in English and French; and any action which is an impediment to the growth and development of Inuktitut as a legally recognized and viable language of daily use in the Northwest Territories is contrary to the goals of Inuit represented by Inuit Cultural Institute.

Moved by: Veronica Curley,

Seconded by:Rhoda Karetak,

Carried Unanimously

Inuit Cultural Institute Annual Assembly,
Eskimo Point, NWT
April 10th, 1984

A P P E N D I X E

Financial Requirements to Enhance Indigenous Language Services

DESCRIPTION OF ENHANCEMENT	A CURRENT BUDGET $000's	A PY's	B PRESENT ENHANCEMENT FY 1984/85-1985/86 $000's	B PY's	C FUTURE ENHANCEMENT FY 1985/86+ $000's	C PY's	D TOTAL ENHANCEMENT $000's	D PY's	E CONTINUING BUDGET (A+B+C) - *'s $000's	E PY's
GNWT Language Bureau										
. Administration	183	3	125	4	0	0	125	4	308	7
. Editing Section	0	0	174	4	0	0	174	4	174	4
. Dene, Headquarters	412	9	52	1	0	0	52	1	464	10
. Dene, Fort Smith	0	50	244	5	0	0	244	5	244	5
. Inuk, Headquarters	259	5	208	3	0	0	208	3	467	8
. Inuk, Keewatin	205	4	97	2	0	0	97	2	302	6
. Inuk, Baffin	324	6	94	2	0	0	94	2	418	8
. Inuk, Kitikmeot	96	2	96	2	0	0	96	2	192	4
. Inuvik	48	1	96	2	0	0	96	2	144	3
. Special Projects										
* - CAP Development	0	0	100	0	0	0	100	0	0	0
* - Training Assistance	0	0	50	0	0	0	50	0	0	0
. Capital										
* - Sound Equipment	0	0	125	0	0	0	125	0	0	0
* - Interpreter Equipment	0	0	50	0	0	0	50	0	0	0
* - Micro-Computers	0	0	25	0	0	0	25	0	0	0
SUB-TOTAL	**1527**	**30**	**1536**	**25**	**0**	**0**	**1536**	**25**	**2713**	**55**

DESCRIPTION OF ENHANCEMENT	A CURRENT BUDGET $000's	A PY's	B PRESENT ENHANCEMENT FY 1984/85–1985/86 $000's	B PY's	C FUTURE ENHANCEMENT FY 1985/86+ $000's	C PY's	D TOTAL ENHANCEMENT $000's	D PY's	E CONTINUING BUDGET (A+B+C) – *'s $000's	E PY's
Staff Training										
. Development of native bilingual professionals.	120	2	1039	0	0	0	1039	0	1159	2
. Native language training for existing staff.										
* – Program development	0	0	100	2	0	0	100	2	0	0
– Training	0	0	150	0	0	0	150	0	150	0
SUB-TOTAL	**120**	**2**	**1289**	**2**	**0**	**0**	**1289**	**2**	**1309**	**2**
Native Language Task Force (Special 6-month project)										
* . Chairperson and Board members	0	0	96	3	0	0	96	3	0	0
* . Research										
– Staff and O&M	0	0	95	3	0	0	95	3	0	0
– Printing	0	0	10	0	0	0	10	0	0	0
* . Travel & Accommodation	0	0	80	0	0	0	80	0	0	0
* . Other Expenses	0	0	5	0	0	0	5	0	0	0
SUB-TOTAL	**0**	**0**	**286**	**6**	**0**	**0**	**286**	**6**	**0**	**0**

DESCRIPTION OF ENHANCEMENT	A CURRENT BUDGET $000's	A PY's	B PRESENT ENHANCEMENT FY 1984/85-1985/86 $000's	B PY's	C FUTURE ENHANCEMENT FY 1985/86+ $000's	C PY's	D TOTAL ENHANCEMENT $000's	D PY's	E CONTINUING BUDGET (A+B+C) $000's	E - *'s PY's
Language Promotion										
. Community radio	100	0	100	0	100	0	200	0	300	0
. Public Awareness	0	0	50	0	0	0	50	0	50	0
. Community Libraries	0	0	115	0	0	0	115	0	115	0
* . Oral History (18-month project)	0	0	338	0	0	0	338	0	0	0
* . Capital	0	0	75	0	0	0	75	0	0	0
SUB-TOTAL	**100**	**0**	**678**	**0**	**100**	**0**	**778**	**0**	**465**	**0**
School and Advanced Education Programs										
. Program Development										
* - Indigenous Language Program (current program is term)	1200	1	0	0	1300	5	1300	5	1300	5
- Regional Co-ordinators	0	0	125	2.5	125	2.5	250	5	250	5
- Travel & accommodations	0	0	110	0	110	0	220	0	220	0
* - Planning: School for Indigenous Language Training	0	0	35	0	0	0	35	0	0	0
* - TEP Enhancement	0	0	0	0	100	0	100	0	0	0
. Research										
* - Assessment: Community Language Base	0	0	0	0	200	0	200	0	0	0
* - Language Learning Research	0	0	50	0	50	0	100	0	0	0

DESCRIPTION OF ENHANCEMENT	A CURRENT BUDGET $000's	A PY's	B PRESENT ENHANCEMENT FY 1984/85-1985/86 $000's	B PY's	C FUTURE ENHANCEMENT FY 1985/86+ $000's	C PY's	D TOTAL ENHANCEMENT $000's	D PY's	E CONTINUING BUDGET (A+B+C) - *'s $000's	E PY's
* - TEP Assessment	40	0	75	.5	0	0	75	.5	0	0
- TEP Program - West	0	0	0	0	650	4	650	4	650	4
- Master Teacher Bonus	0	0	0	0	15	0	15	0	15	0
- In Service Training	0	0	0	0	100	0	100	0	100	0
- School of Languages										
Western campus	0	0	0	0	400	4	400	4	400	4
Eastern campus	0	0	0	0	300	3	300	3	300	3
- K-12 language instruction where native teacher unavailable.	0	0	250	5	250	5	500	10	500	10
- Public information: O&M for resource centres	0	0	0	0	215	5	215	5	215	5
. Language Commissions										
- Athabaskan	0	0	0	0	100	0	100	0	100	0
- Inuktitut	0	0	0	0	100	0	100	0	100	0
. Capital										
* - Resource centres	0	0	80	0	0	0	80	0	0	0
* - Eastern campus	0	0	100	0	0	0	100	0	0	0
SUB-TOTAL	**1315**	**1**	**825**	**8**	**4015**	**28.4**	**4840**	**36.5**	**4150**	**36**
Health Programs										
. Health Promotion Translation and O&M	0	0	90	4	0	0	90	4	90	4
. Translate medical policies etc.	0	0	50	1	0	0	50	1	50	1

DESCRIPTION OF ENHANCEMENT	A CURRENT BUDGET $000's	A PY's	B PRESENT ENHANCEMENT FY 1984/85–1985/86 $000's	B PY's	C FUTURE ENHANCEMENT FY 1985/86+ $000's	C PY's	D TOTAL ENHANCEMENT $000's	D PY's	E CONTINUING BUDGET (A+B+C) – *'s $000's	E PY's
. Baffin Region										
- Montreal Referral Centre	0	0	70	2	0	0	70	2	70	2
- Translation for Hospital Board of Management	0	0	40	1	0	0	40	1	40	1
. Yellowknife Requirements										
- Stanton Hospital	0	0	30	1	105	3.5	135	4.5	135	4.5
- Detoxification Centre	0	0	30	1	0	0	30	1	30	1
. Winipeg Referral Centre	0	0	30	1	0	0	30	1	30	1
SUB-TOTAL	**0**	**0**	**340**	**11**	**105**	**3.5**	**445**	**14.5**	**445**	**14.5**
Court Programs										
. Staff Requirements										
- Supervisor	0	0	45	1	0	0	45	1	45	1
- Interpreter	0	0	304	8	0	0	304	8	304	8
- Contract funds (Interpreter)	13	0	37	0	0	0	37	0	50	0
. Travel and Accommodation	0	0	500	0	0	0	500	0	500	0
. Capital										
* - Translation Units	0	0	26	0	0	0	26	0	0	0
* - Translation Booths	0	0	32	0	0	0	32	0	0	0
* - Portable Booths	0	0	198	0	0	0	198	0	0	0

DESCRIPTION OF ENHANCEMENT	A CURRENT BUDGET $000's	A PY's	B PRESENT ENHANCEMENT FY 1984/85–1985/86 $000's	B PY's	C FUTURE ENHANCEMENT FY 1985/86+ $000's	C PY's	D TOTAL ENHANCEMENT $000's	D PY's	E CONTINUING BUDGET (A+B+C) - $000's	E PY's
. Equipment Maintenance	0	0	20	0	0	0	20	0	20	0
SUB-TOTAL	**13**	**0**	**1162**	**9**	**0**	**0**	**1162**	**9**	**919**	**9**
Legislative Assembly Programs										
. Capital										
* - Consoles	0	0	8	0	0	0	8	0	0	0
* - Booths	0	0	28	0	0	0	28	0	0	0
* - Receivers	0	0	10	0	0	0	10	0	0	0
* - Other	0	0	8	0	0	0	8	0	0	0
. Console Operator (casual)	0	0	5	0	0	0	5	0	5	0
SUB-TOTAL	**0**	**0**	**59**	**0**	**0**	**0**	**59**	**0**	**5**	**0**
Indirect Costs - Hiring and Training Staff										
. Capital - Lease costs/accommodation	140	0	140	0	170	0	211	0	211	0
. Other Support Costs										
- Administrative Support	360	4	540	6	630	7	1170	13	1530	17
- Start-up printing and publication of forms	747	11	500	2	700	3	1200	5	1947	16
SUB-TOTAL	**1247**	**15**	**1180**	**8**	**1500**	**10**	**2581**	**18**	**3688**	**33**
TOTAL	**4322**	**48**	**7355**	**69**	**5720**	**42**	**12,976**	**111**	**13,694**	**149.5**

June 12, 1984

APPENDIX F

Contents

1. Department of Information
2. Department of Education
3. Court Services
4. Legislative Assembly
5. Department of Health
6. Department of Social Services
7. N.W.T. Prince of Wales Northern Heritage Centre
8. GNWT Libraries
9. Additional Departmental Resources --
   Economic Development and Renewable Resources

NWT LANGUAGE BUREAU
GOVERNMENT OF THE NORTHWEST TERRITORIES

INTRODUCTION

With the increasing number and complexity of issues triggered by rapid developments on all fronts (constitutional, political, resource management and development) the Territorial and Federal governments are and will continue to face a skeptical and more discerning audience.

In addition, this audience (confused and frustrated in its attempt to understand a second language) is expected to grow more fragmented in interests and concerns and causes unless strong and meaningful effort is made to ensure communication takes place in languages that can be understood by a majority of residents in the NWT.

This fact is recognized by the Legislative Assembly of the Northwest Territories and the Executive Council, both of which reflect the population base of the North and both of which have identified the important matter of communication in native languages as a key priority.

The assembly and executive council's intentions are backed by native groups in the NWT and various organizations and committees concerned with preservation of culture, language and lifestyles.

This was the situation before Federal plans were announced to introduce bilingualism in the NWT. Since that announcement, desires and political aspirations of northerners concerning the use, preservation and development of aboriginal languages has, if anything, sharpened.

BACKGROUND

The Department of Information's Language Bureau provides interpreting and translating services in all aboriginal languages of the Northwest Territories.

Those languages include Eastern Inuktitut, Western Inuktitut, Chipewyan, Dogrib, South Slavey, North Slavey and Loucheux.

The bureau was established in 1972 to facilitate the flow of information and communication between the **government administration** and the **native peoples** it served.

Four years after its formation, unilingual Inuktitut members were elected to the Legislative Assembly and the bureau's role of providing simultaneous interpreting and translating services to the House began. An expanded and increasingly active Assembly in later years, the growth of regional councils and rapid acceleration of political and constitutional concerns at all levels in the NWT placed even greater demands on bureau staff.

As a result, a large portion of the Inuktitut interpreter's time had to be re-allocated to provision of essential services to the Assembly, the councils and the consultative process.

Because of this, the bureau has not been able (in recent years) to properly address the equally important area of communicating government programs, services and activities to the northern public in the Inuktitut languages.

Similarly it finds itself in a position where it can only provide services to the courts, hospitals and medical clinics on an 'as time permits' basis.

STRUCTURE

The bureau is made up of Dene and Inuktitut sections and currently operates on a budget of $1.5 million (84-85). Salaries and benefits amount to $1,264,000 of this amount and other O&M equals $263,000.

It is staffed by 30 members. The person years include a chief of the division, a training officer, Athapaskan linguist, Inuktitut linguist, two regional supervisors, 8 Dene and 15Inuktitut interpreters and one clerk-typist.

The average cost per person year for an interpreter (including benefits) is $40,000. The unit cost for training interpreters is about $4,000 per year based on 1983-84 dollars. Average cost, per person year, for a qualified linguist is about $48,000.

THE DENE SECTION

The bureau's Dene section is currently in a position to provide services in the following languages (numbers in brackets indicate person years):

Chipewyan (2), Dogrib (2), South Slavey (2), North Slavey (1), Loucheux (1).

The Dene section has been in existance for about 18 months. Following an initial six-month training program, members are providing interpreting services to government departments and regional councils, undertaking limited written translations and are becoming heavilly involved in production of audio-visual programming on government services, programs and activities in the various Dene languages.

The programs, on video tape, are scheduled to be made available this summer in Dene communities through centralized playback facilities (VCRs and monitors) to be installed by the department. They will also be made available to CBC northern service.

Subject matter of the material produced to date includes programs on housing, income tax for trappers, what it means to be an MLA, senior citizen benefits, work of the Slavey Language Institute, formation of development impact zone groups.

All members of the Dene section currently work out of Yellowknife, travelling to the communities on various interpreting assignments and audio-visual productions.

THE INUKTITUT SECTION

The Inutitut section has both a headquarters and a regional staff. Their locations are (numbers in brackets indicate person years):

Yellowknife (4), Rankin Inlet (4), Frobisher Bay (6), Cambridge Bay (2).

The Inuktitut section's workload is presently split at roughly 40% interpreting and 60 % translating. Work loads permit for only limited translation of government information materials pertaining to programs, services and activities.

Workloads also prohibit any concentrated effort in respect to special projects such as translation of major legislation (education, liquor, wildlife, etc.), regulations, or (in a meaningful way) Executive Council decisions and priorities.

SUPPORT STAFF

Language Bureau support staff presently consist of a training officer, an Athapaskan linguist, Inuktitut linguist and a clerk-typist.

The role of the training officer is to identify and provide for the training needs of all bureau members according to a recently developed competency-based training program that is now in its last stages of implementation.

Total budget for the training activity is $95,000 which includes $48,000 for salary and benefits and $47,000 in other O&M. Some $23,000 of the O&M is allocated to travel, $18,000 towards contract services and $6,000 for purchased services, materials and supplies.

The linguistic staff serve as resource people to the interpreter-communicators and through individual tutoring and group seminars, upgrade the linguistic levels of bureau members. Additionally, they work with staff in defining native language word equivalents for various English words and expressions.

CURRENT SITUATION

The ability of the Language Bureau to meet client demands (in light of current priority workloads) is low because of limited resources, workspace and facilities.

As a result, essential translations (regulations, finalized legislation, health materials, safety materials, judicial materials, public affairs materials, etc.) that should be undertaken are being set aside.

On both the interpreting and translating side of the service, clients are frequently referred to freelancers , most of whom have little if any training. This process overlooks the degree of skill, training and expertise required to undertake interpreting and translating duties. Lacking this, bilingual persons of any nationality are unable to serve as effective interpreters.

Financial resources in the area of training ($47,000) are meagre and current workspace leaves two linguistic positions without offices and the Language Bureau without a research/documentation centre or training area.

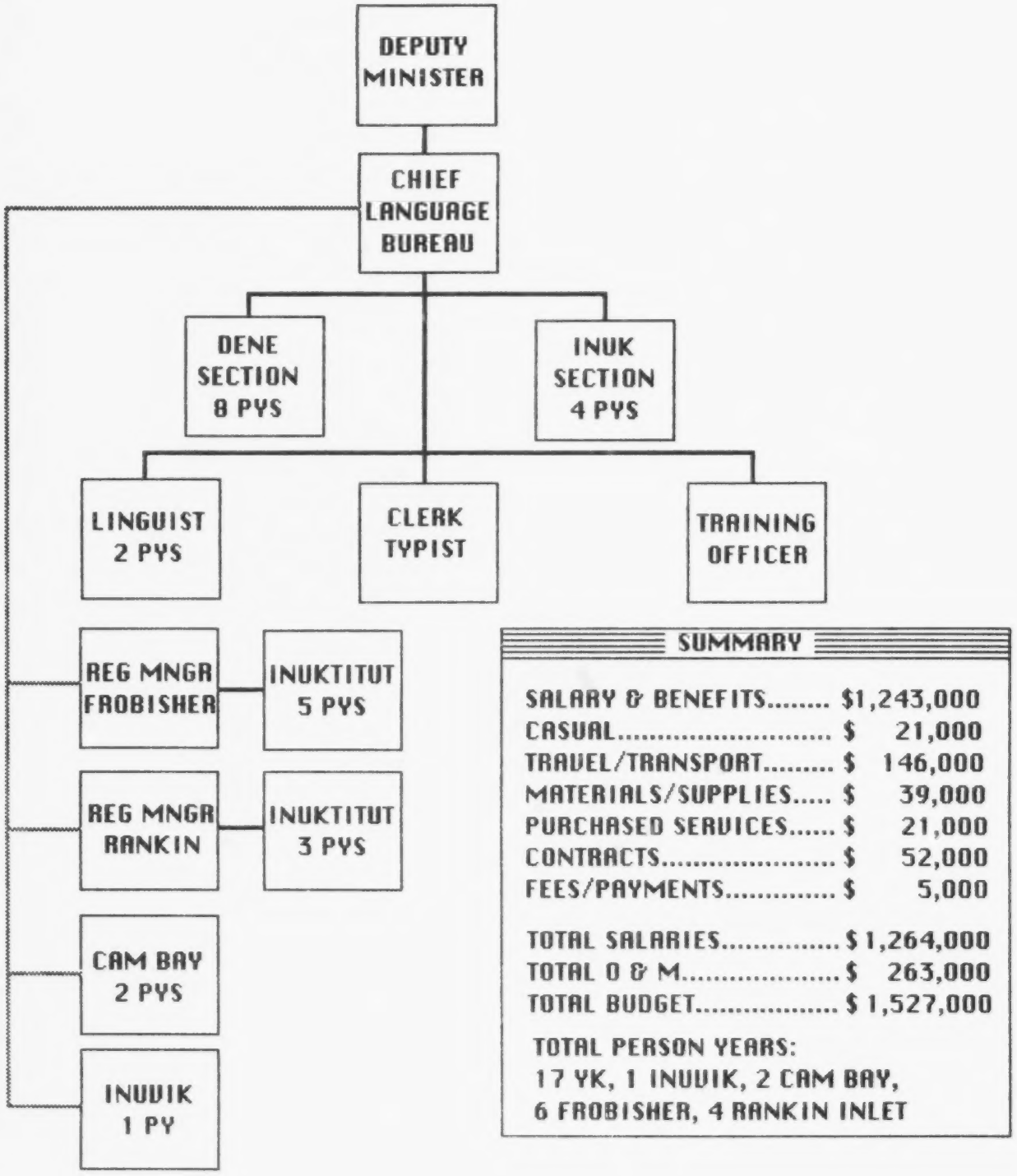
CONCLUSIONS

A total enhancement of $1.5 million would place the Language Bureau in a position to provide a respectable level of service (excluding specialized areas such as courts), pending the outcome of a major language review being considered by the Executive Council.

DEPARTMENT OF INFORMATION

LANGUAGE BUREAU

1983-84 (EXISTING)



SUMMARY

SALARY & BENEFITS.....	$1,243,000
CASUAL.....	$ 21,000
TRAVEL/TRANSPORT.....	$ 146,000
MATERIALS/SUPPLIES.....	$ 39,000
PURCHASED SERVICES.....	$ 21,000
CONTRACTS.....	$ 52,000
FEES/PAYMENTS.....	$ 5,000
TOTAL SALARIES.....	$ 1,264,000
TOTAL O & M.....	$ 263,000
TOTAL BUDGET.....	$ 1,527,000

TOTAL PERSON YEARS:
17 YK, 1 INUVIK, 2 CAM BAY,
6 FROBISHER, 4 RANKIN INLET

Department of Information

Language Bureau
Regional Offices 1984

Yellowknife	**8 Dene, 4 Inuktitut, 5 Administration**
Rankin Inlet	**4 Inuktitut**
Frobisher	**5 Inuktitut, 1 Regional Manager**
Cambridge	**2 Inuktitut**
Inuvik	**1 Person Year (vacant)**

THE ENHANCEMENT

BUDGET DEVELOPMENT

The projections are based on the addition of 25 new person years and include, besides interpreters, the creation of an administrative section, an editing staff, and line managers for both the Dene and Inuktitut sections.

A budget spreadsheet, an organizational chart (depicting the new positions) and a second chart indicating language bureau work-flows are attached.

In summary, the new person years consist of:

- Manager, Dene Section (Headquarters)
- Manager, Inuktitut Section (Headquarters)
- Five Dene positions located at the Fort Smith Regional Office
- Two Inuktitut positions (Headquarters)
- Two Inuktitut positions at Rankin Inlet
- Two Inuktitut positions at Cambridge Bay
- Two Inuktitut positions at Frobisher Bay
- One Dene and one Inuktitut position at Inuvik
- Head of Administration (Headquarters)
- Two clerk-typists (Headquarters)
- Materials distribution clerk (Headquarters)
- Manager, Editing Section (Headquarters)
- Three editors (Headquarters)

RATIONALE

Managers, Dene and Inuktitut sections (Headquarters) : As a result of limited resources and manpower 16 positions currently report to the chief of the division. The horizontal nature presents obvious difficulties. More direct supervision of each section is a necessity in respect to motivation and refinement of work flows.

Five Dene Interpreters (Fort Smith Region) : The present staff of eight Dene interpreters at headquarters is heavilly involved in audio-visual productions in all native languages as well as the provision of interpreting and some translating services to client departments. At the same time there is a defined need to provide interpreting services closer to the community level in conjunction with the work of the Fort Smith Regional Office. A staff of five interpreters reporting to the executive of that region would address the needs of the regional office and the communities it serves.

Nine Inuktitut Interpreters : The addition of this staff, spread throughout the regions and headquarters, would enable the Inuktitut section of the Language Bureau to catch up with existing work demands and to dedicate special teams of interpreters to work uninterrupted on major translation projects throughout the year.

Head, Administration (Headquarters) : This position, with a staff of two clerk-typists and a distribution clerk, would provide the necessary clerical and financial administration support required by the bureau. Specifically, the distribution clerk would ensure proper distribution of translated materials and audio-visual packages to the appropriate publics throughout the NWT.

Manager, Editing Section (Headquarters) : This position, with a staff of three writers, is considered key to the translation process. Material presented for translation would pass through this area of the bureau before being presented to the appropriate language section. Material would be reviewed for complexity and writers would be assigned to work with the client department to ensure the written text is suitable for translation into the native languages. This process will serve to accelerate the rather slow process of translation as it now exists as interpreters search for explanations of English terminology that has no native language word equivalents.

SPECIAL PROJECTS

Innuvialuqtun Training ($50,000) : Over the past number of months, Language Bureau officials have been in discussion with the head of the Innuvialuqtun Language Project in Inuvik. The discussions have centred on what assistance the bureau might provide to the project in respect to the professional training of community-based interpreters. The training required works out to a financial cost of $50,000 over a 6-month period. The bureau is anxious to support the concept of trained community interpreters to supplement its own service, but does not have the resources to become involved.

Competency-based training program($100,000) : The bureau's competency-based training program for Interpreter-Communicators is unique in North America and was developed in conjunction with native peoples and organizations in the North. It provides for the necessary levels of progression within the language bureau and allows for career pathing up to and including managerial positions. Support material (manuals,etc.) for 73 of 115 modules have yet to be developed. The program is adaptable for any organization wishing to employ and train native language interpreter-translators. Overall restraint measures in 84-85 have resulted in a delay in development of the program. Development would take place in conjunction with the Department of Education's plans to establish a Language School at Thebacha College in 1985-86.

CAPITAL EXPENDITURES

Capital monies for purchase of sound studio equipment, a language lab facility (for practice of simultaneous interpreting) and a microcomputer/word processor for the Dene Section are required

Sound studio equipment ($125,000) : Proper sound studio facilities are required in order to increase the amount of audio-tape translations undertaken by the language bureau. This activity is high on the Dene side and is a major method of communicating to Dene residents who do not fully understand their language in a written form (where it exists). Both sections of the bureau will use the facility in the production of radio and television spots for use by CBC Northern Services and satellite networks being established by native organizations in the North. Studio facilities are presently at a premium in Yellowknife and, as such, the bureau is faced with severe scheduling problems that create lengthy delays in completion of client projects.

Language lab equipment ($50,000): Facilities are required in order for interpreters to be trained in the art of simultaneous interpreting and for professional practice situations on an ongoing basis. No such facilities exists at the moment.

Microcomputers ($25,000) : The Inuktitut section of the bureau operates a system of Intertec microcomputers that have the capacity to word process and print syllabics. The Dene section uses a modified IBM selectric to produce some Athapascan translations. The money will allow for development of an Athapascan microcomputer capability and bring the power of word processing to Dene language development work (i.e. the bureau's linguist is in the process of finalizing a list of over two thousand Slavey language verbs which are now scheduled to be typewritten and published).

IMPLEMENTATION

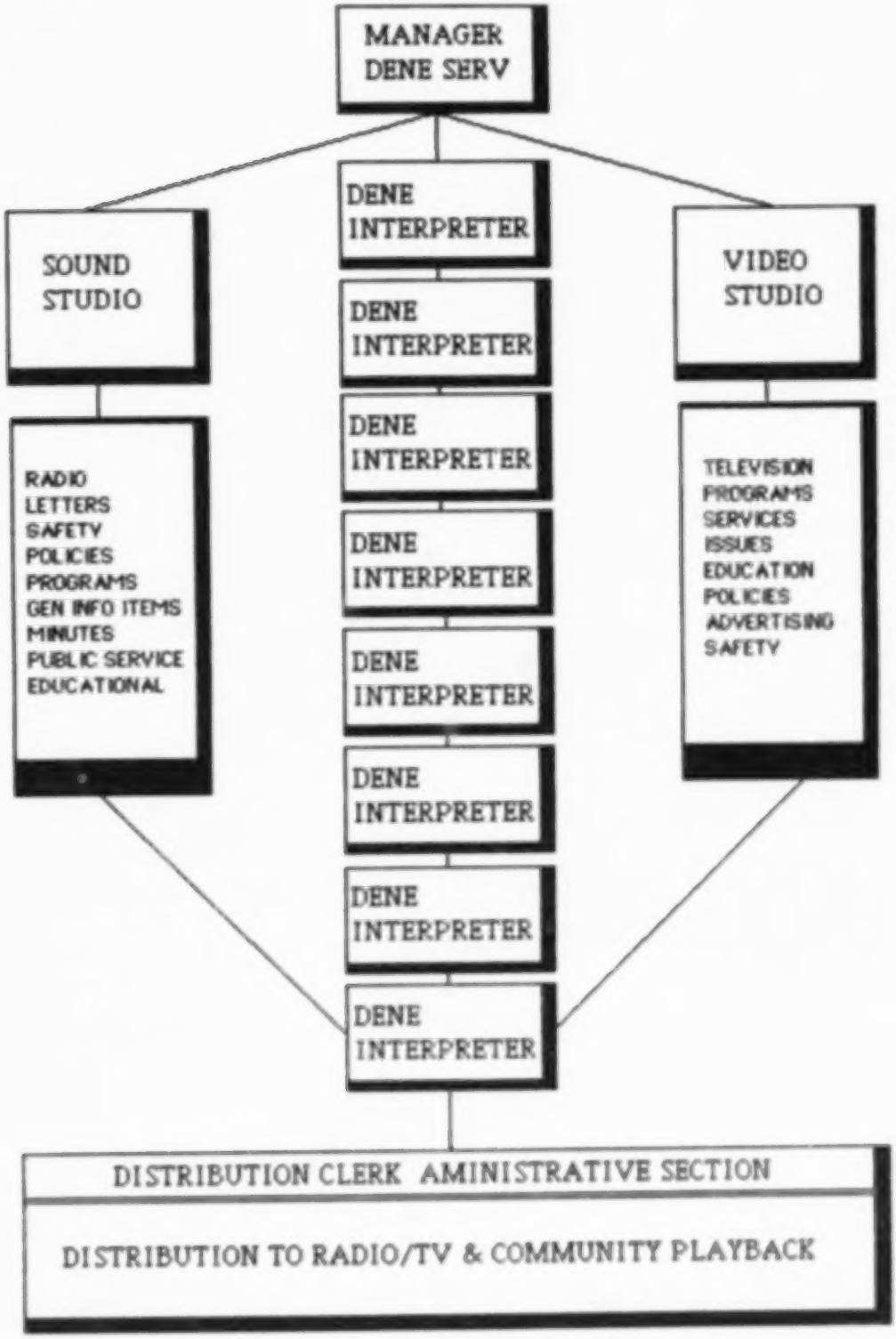
The dollar value of enhancements referred to in this document are based on a 12-month period. Should monies be made available mid-way through the 1984-85 fiscal year, the figures could be adjusted accordingly.

In respect to implementation, it would be possible to recruit staff and to arrange for an interpreter-communicator training program to be held over the winter months. If this were the case, enhanced native language services could be offered on a full basis beginning April 1, 1985.

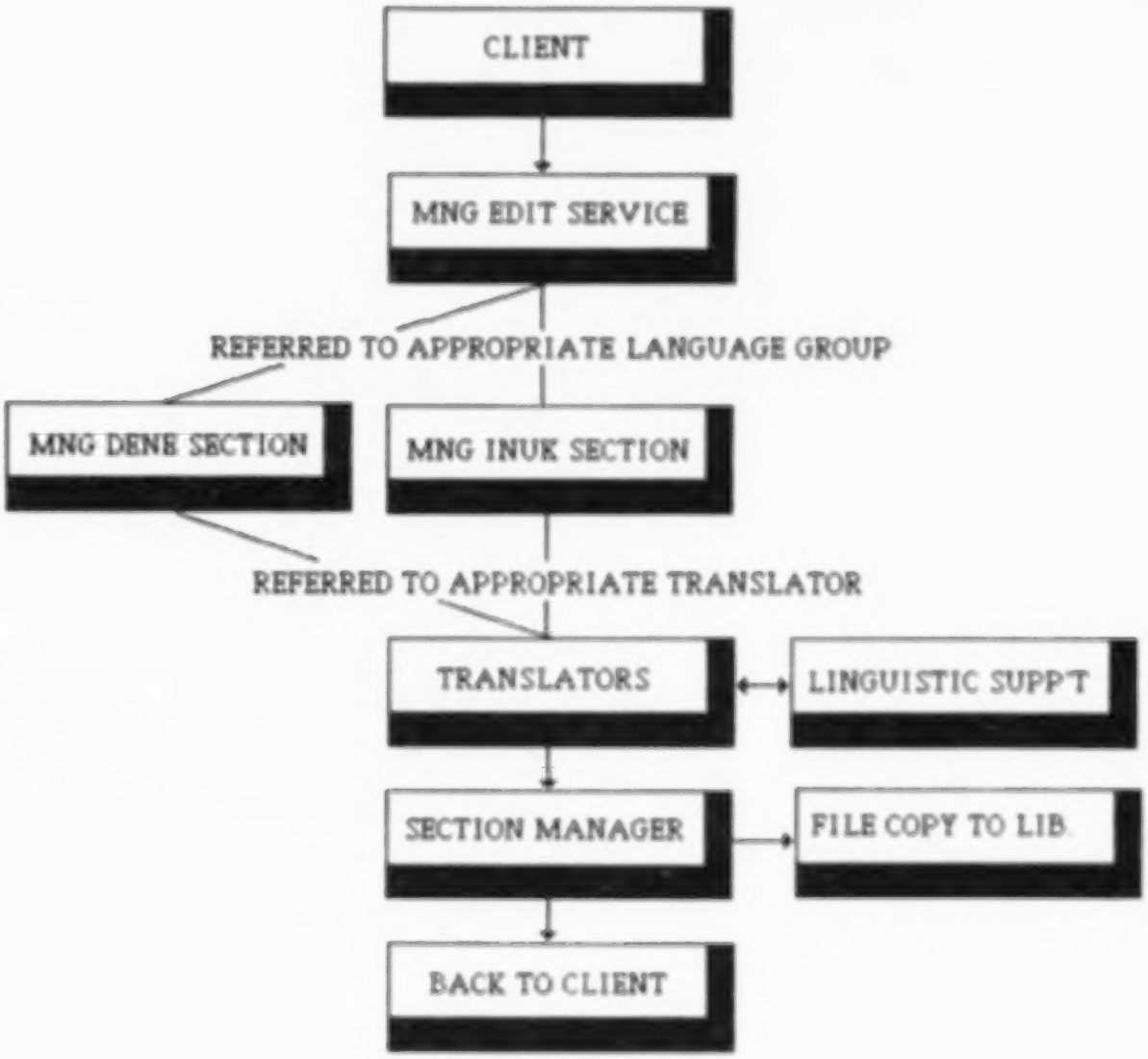
NWT LANGUAGE BUREAU ENHANCEMENT

	1	2	3	4	5	6	7
1		EXIST	EX	NEW	TOT	NEW	AMOUNT OF
2		BUDGET	PYS	PYS	PYS	BUDGET	INCREASE
3							
4	ADMINISTRATION	183	3	4	7	308.2	125.2
5	EDITING SECTION	0	0	4	4	174.4	174.4
6	DENE (HEADQUARTERS)	412	9	1	10	463.8	51.8
7	DENE (FT SMITH)	0	0	5	5	243.7	243.7
8	INUK (HEADQUARTERS)	259	5	3	8	467.4	208.4
9	INUK (RANKIN INLET)	205	4	2	6	302.2	97.2
10	INUK (FROBISHER BAY)	324	6	2	8	418	94
11	INUK (CAMBRIDGE BAY)	96	2	2	4	192	96
12	INUVIK	48	1	2	3	144	96
13							
14	SUB TOTALS	1527	30	25	55	2713.7	1186.7
15							
16	SPECIAL PROJECTS						
17	• CAP DEVELOPMENT	0				100	100
18	• TRAINING ASSISTANCE	0				50	50
19							
20	TOTAL O&M	1527				2863.7	1336.7
21							
22	CAPITAL						
23	• SOUND EQUIPMENT	0				125	125
24	• INTERPRET EQUIPMENT	0				50	50
25	• MICRO COMPUTERS	0				25	25
26							
27	TOTAL CAPITAL	0				200	200
28							
29	TOTAL NEW MONIES						1536.7
30							

INTERNAL ORGANIZATION - DENE SECTION

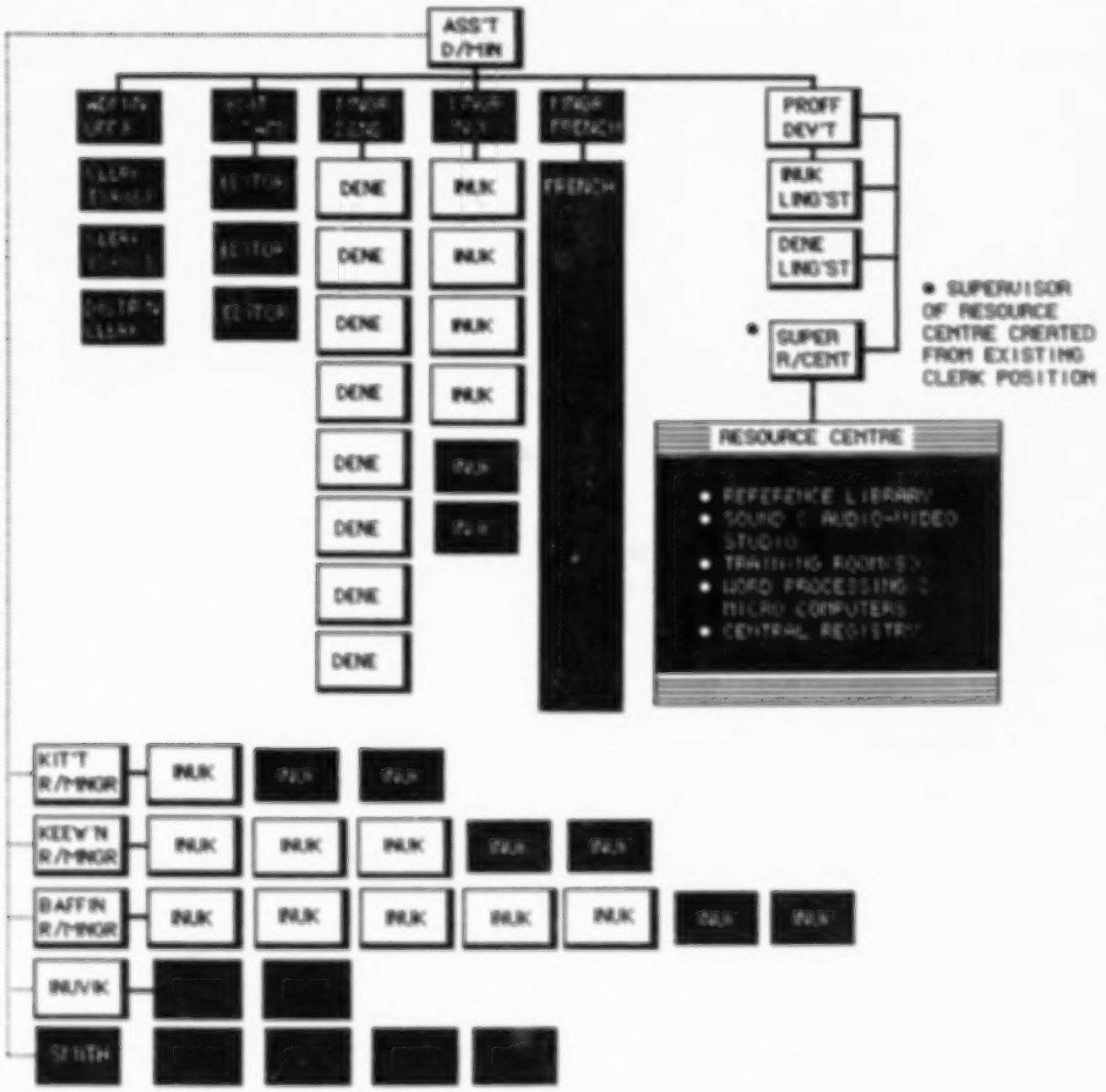


TRANSLATION WORK-FLOW



LANGUAGE BUREAU ORGANIZATION

[redacted] = NEW POSITIONS OR FACILITIES



DEPARTMENT OF EDUCATION **APPENDIX**

Enhancement Aboriginal Languages

A. Present Status

1. Program Development

1.1 Headquarters Curriculum Development

At the present time a total of three Dene and two Inuktitut language specialists are working within the Headquarters Curriculum Division to develop programs in the following language areas: Inuktitut, Inuvialuktun, Northern Slavey, Southern Slavey, Dogrib and Loucheux. In addition to this work they function as consultants in support of the twenty-five community language projects sponsored by the Indigenous Languages Development Fund, and as instructors for Teacher Education Program native language courses, and special in-service and literacy training sessions.

1.2 Local Projects

Approximately twenty-five local projects are supported by the Language Fund. These projects involved local language and cultural research, language program development and materials production, training, and the development of a body of literature in indigenous languages.

Projects are staffed by local language workers, many of whom have minimal formal linguistic or curriculum development training. Consequently, they rely heavily on the assistance of headquarters program specialists and outside linguists and consultants.

1.3 Production

There is no commercial source for any of the required language materials to support N.W.T. programs. Therefore program guides and the associated materials for all language areas are distributed by the Department of Education. In addition, the department is providing printing services for many of the community projects.

1.4 Development of Learning Materials

Headquarters develops appropriate learning materials for in-service training, teacher education programs and other adult training programs.

Further, in each administrative centre in the regions there is a resource centre which provides a variety of services. Three of the eight centres provide a limited print service and thereby can reproduce some teacher and project developed materials for immediate use within the region. Large projects however are handled through headquarters.

2. Delivery of Programs

2.1 Instruction in Indigenous Languages

Many schools in the Eastern Arctic provide instruction to students in Inuktitut from Kindergarten to Grade Three. Instruction is provided by bilingual teachers and through the assistance of bilingual Classroom Assistants. In the Dene language area only one school (Fort Franklin) is providing full instruction to students in a native language (Slavey - K-3).

2.2 First Language Instruction

In addition to the use of the indigenous language as the language of instruction in the primary grades, all schools in the Eastern Arctic provide Inuktitut instruction to students from Grade 4 - 9. A program has also been offered at the secondary level.

2.3 Second Language Instruction

In a number of communities the indigenous language has deteriorated to the point where some students are entering school with minimal knowledge of their mother tongue and thus instruction of the language is provided by local language instructors or in a few instances by bilingual teachers.

2.4 In addition to indigenous language programs, English as a Second Language programs are being developed where appropriate and implemented in schools.

3. Training

3.1 Language Instructors

The department also provides instruction in language teaching methodology and provides for improvement of literacy skills. For example, university level training in linguistics has been supported and language teaching workshops have been provided by headquarters program specialists. In addition, assistance has been provided by headquarters staff to the Teacher Education Program for the training of teachers and classroom assistants.

3.2 In-service Training for Professional Staff

Limited in-service training has been provided to existing English speaking staff in bilingual education awareness and methodology so that these southern trained staff members are able to provide guidance and support for language instructors.

3.3 Teacher Education

Teacher education is at present provided through two institutions: one located at Fort Smith serving Dene and Inuvialuit student teachers and one in Frobisher Bay serving Inuit student teachers. While the Fort Smith program offers a very limited field-based program, a more extensive field-based program is being offered in Frobisher Bay to both teacher and classroom assistant trainees.

3.4 Classroom Assistants

The training of these individuals is comprised of on-the-job training within the schools and summer courses offered though the Teacher Education Program staff. In many communities the classroom assistant is the sole instructor of the language program.

B. Present and Future Requirements

1. Program Development

1.1 Curriculum Development

Considerable work is still required in the development of core language programs for each of the indigenous languages. Formal programs are required in all Dene language areas, in Inuktitut programs are needed for Grades 7-9, and in Inuvialuktun work is required for Grades 3-9. Once curricula have been developed in these areas, programs suitable for secondary school incorporating the language with native history and geography will be required.

1.2 Local Projects

Local involvement is essential in the determination of the type of language program to be offered and in the preparation of materials. Consequently, local language projects are a valuable source of such language based materials and should be continued.

1.3 Production

There is a continuing need for the publication of materials prepared by both headquarters program staff and by local language projects. These materials include program guides, student readers and workbooks, audio-visual aids and teacher resources.

2. Research

2.1 Needs Assessment

Many questions remain unanswered concerning the status of languages. Studies are required to determine present language and dialect status in order to provide guidance to curriculum specialists and teachers in the development and implementation of programs.

2.2 Language Learning Research

Very little research has been conducted to this point to determine the most appropriate approaches to use in the teaching of indigenous languages. Little is known about the cognitive development of students and studies are needed to determine the most appropriate learning and teaching styles to assist teachers to provide more productive learning situations.

2.3 Linguistic Research

Some work has been conducted in the development of dictionaries and grammers for Dene languages however, much remains to be done in this area. Although a considerable amount of work has been done in Inuktitut, some research is still required.

3. Public Awareness

3.1 Information re Bilingual Education

Many parents are unclear as to how to provide the best language instruction (indigenous and English) for their children. As many misunderstandings persist, information should be provided to local education authorities and to parents to assist them in making decisions concerning bilingual education opportunities. Public awareness may be promoted through written materials and audio-visual and workshop presentations. In-service training is also required for teachers to ensure that all are fully familiar with the most recent developments in bilingual education theory and methodology.

4. Training

4.1 Review of Present Program

A review is underway to develop options for the modification of the existing teacher education program to increase the number of bilingual graduates. Once completed a plan will be developed for both the Fort Smith and Frobisher Bay campuses. It is most likely that teacher education will have to be expanded to include more extensive field-based programs and a third year of instruction.

Many students who are at present unable to leave their home communities for extended periods of teacher training would be encouraged to attend if training could be provided closer to home. Middle-aged candidates who are fluent in the language could thus become teachers or capable language instructors. Also relevant training could be provided to classroom assistants who will continue to play an important role for some time to come. However, expanded field-based programs would require the training and development of a capable core of master teachers and the development of additional courses of instruction. Summer courses and in-service sessions may be provided by the field-based staff and master teachers associated with the program.

In an attempt to provide a better and more academically sound teacher training program it is expected that a third year would have to be added to the existing program. The program should be broadened to include areas such as computer education and additional training in language and linguistics.

4.2 In-service Training

Ongoing in-service training is required to assist both new and continuing teachers to be better prepared to work within a bilingual and bicultural environment. The development of a qualified cadre of bilingual native language consultants to provide support in each language area is essential.

5. Language School

It is apparent that the present number of fully bilingual candidates ready to enter the teaching field is insufficient to meet needs for teachers, consultants, and curriculum developers. Many candidates are lacking some aspect of their language skills and therefore require language training. In addition to the requirements of the Department of Education a number of other government departments provide services which require a high degree of expertize in various language areas, such as translating, and interpreting in specialized areas (medical, legal, governmental). The establishment of a suitably staffed language school could do much to alleviate the present situation.

6. Language Commission

6.1 Dene Languages

For the past few years a sub-committee of the Department of Education, the Athabaskan Language Steering Committee, has been considering questions related to the development of standard orthographies, dictionary work, and linguistic research. Their interests parallel that of a Language Commission.

If a Language Commission were established, it could provide advice and direction in language matters to all government departments.

6.2 Inuktitut

The Inuit Cultural Institute has been in operation for many years and has maintained an active interest in the Inuktitut language. It has been involved in Language Commission work in the past and thus it would be appropriate for this body to continue this role.

DEPARTMENT OF EDUCATION

	Current 84/85 $(000)	PYs	Enhancement 84/85 $(000)	PYs	1985/86 Enhancement Ongoing $(000)	PYs	Total Enhancement $(000)	PYs
TOTAL EDUCATION			**1,010**		**3,816.5**		**4,826.5**	**36.5**
PROGRAM DEVELOPMENT			**335**		**1,770**		**2,105**	**5**
Indigenous Language Program See Appendix under Section (1.2)	1,200	1			1,300	5	1,300	5
Field Support requirement (Sec 1.2) Regional coordinators (5) . 3 Dene . 2 Inuit			125	2.5	250	5	375	5
Travel & Accommodations			110		220		330	
School of Aboriginal Language (Planning) (Sec. 5)			35				35	
. TEP Enhancement					100		100	
RESEARCH	**40**		**125**	**.5**	**300**		**425**	**.5**
. Needs Assessment of language base in each community (Sec 2.1)					200		200	
. Language learning research (Sec 2.2)			50		100		150	
. Teacher Education Program Assessment (Sec 4.1)	40		75	.5			75	.5

EDUCATION/TRAINING	75		250	5	1,545		1,795	26
. Teacher Education Program (west) (Sec 1.1) field bases program (included O&M)					650	4	650	4
. Additional salary for master teachers (10 X1.5) 15					15		15	
. Inservice training (Sec 4.2)					100		100	
. School of Aboriginal languages (Sec 5)							700	7
. Western Campus					400	4		
. Eastern Campus					300	3		
. School Program K-12 . language instructors where native teacher not available			250	5	500	10	750	10
. Public Information . resource centres (4 new centers)	75				215	5	215	5
LANGUAGE COMMISSIONS			50		200		250	
. Athabaskan (Sec 6)					100		100	
. Inuktitut					100		100	

Capital	
- Resource Centres	80
- Eastern Campus TEP	100
Total	180

COURT SERVICES

BACKGROUND

There are two Judges of the Supreme Court, both resident in Yellowknife, The Supreme Court sits in all communities throughout the Northwest Territories as required.

There are four Judges of the Territorial Court, three of whom reside in Yellowknife, the other being resident in Hay River. They, too, travel and sit in all communities as required.

There are, at present 111 Justices of the Peace resident in the various communities. They, too, hold Court as required in their respective communities.

There are 59 communities where the Courts sit at regular intervals or as required.

There are two permanent Court facilities (Yellowknife and Hay River) staffed by full-time personnel. There are three full-time Court facilities (Inuvik, Fort Smith and Frobisher Bay) with no resident staff. In other communities, Court facilities are rented on an as-required basis.

CURRENT LEVEL OF SERVICE

The Courts of the Northwest Territories are currently supported by a staff of 33 which includes support staff for the Supreme and Territorial Courts, office of the Sheriff, Court Reporters, a Court Library staff, and a Justice of the Peace program which includes the Coroners function as well as that of the Territorial Firearms program. A copy of the current organization chart is attached as Appendix "A".

The 1984/85 operating budget for Court Services is $3,394,000.00 and of that amount $1,108,000.00 has been allocated for travel.

Interpreter service currently being provided to the Courts consists of translation of the proceedings for the benefit of an accused who does not speak English or of the evidence of a witness. In some cases, the remarks of a Judge may be translated for the benefit of those persons in the Courtroom who do not speak English.

Current experience is that in most cases the GNWT Language Bureau does not have the capability, because of other committments, to supply interpreters for the Courts.

Court interpreters are therefore usually selected from the community in which the Court is sitting. This has proven to be unsatisfactory for a number of reasons but mainly because the interpreters are untrained and they do not understand the Court process.

During a six-month survey throughout the Northwest Territories, interpreters were used 100 times. Eight languages had to be translated not including French and Sign Language. Most requirements for translation involved the following languages:

- Baffin Inuktitut
- Keewatin Inuktitut
- Dogrib
- Chipewyan
- South Slavey

The level of translation service being provided does not even meet the minimum requirements for the proper delivery of justice. At present, no translation service is being provided for the benefit of the public or others who attend Court proceedings, e.g. parents of young persons.

The inability to provide a complete and adequate level of translation service to the Courts is seen as a denial of rights to the aboriginal people. The denial of these basic rights as guaranteed by the Canadian Charter of Rights, is a source of grave concern to the judiciary and others connected with the delivery of Justice in the Northwest Territories.

PROPOSAL (FUTURE PLANS)

It is therefore necessary and desirable that a Corp. of Interpreters be established for the exclusive use of the Courts. Properly trained interpreters would then be available to travel on circuits, not only to translate the proceedings of the courts but also to provide a simultaneous translation service for the benefit of the people in the communities.

This would do much to improve the image of the Courts and would greatly enhance the delivery of justice.

The following will be required to implement this proposal:

a) Installation of permanent translation booths in each of the five full-time Court facilities;

b) Fifty portable translation booths to be placed in the various communities where the Courts sit on a more or less regular basis. These would serve the needs of all three levels of Court, i.e. Supreme, Territorial and Justice of the Peace;

c) Nine Person Years will be required to meet the needs of the eight most used languages. One of these P/Y's will be the Coordinator/Trainer/Supervisor of the unit. One P/Y will be required in Hay River (South Slavey), one will be required in Frobisher Bay (Baffin Inuktitut) and the other six in Yellowknife (Keewatin Inuktitut, Dogrib, Chipewyan, North Slavey, Loucheux and Cree). These persons would be expected to travel extensively to assist the Courts as required;

d) Contract Interpreters will be required in virtually every community where the Courts sit. They would assist when the regular Interpreters were not available, e.g. local Justice of the Peace Court. It should be kept in mind that as many as four Courts travel on circuit at the same time, and additional contract interpreters will be required to cover those situations;

e) Public Legal Education - These persons would be required to assist in other areas of the Court operation when not actually performing a translation service. Some of these duties are as follows:

- assist native persons summoned for jury duty
- provide television and other media coverage regarding Court travel, circuit plans, cases to be heard, etc.
- provide assistance to witnesses and victims of crimes
- translate judgments of the Courts for local distribution;

f) Training will have to be provided, and it will have to be extensive. In addition to training these people to be translators, they will have to be trained in the matters of Court procedure, legal terminology, public relations and the many other facets of the justice system;

Implementation (18 month program)

First six months:

- staff the positions (supervisor and interpreters);
- obtain equipment

Next 12 months:

- train interpreters in Court procedures, legal terminology, translation/interpreter skills and train in use of equipment.
- hire and train contract interpreters.

Cost

Person/Years	
- Supervisor	$45,000.00
- Interpreters 8 @ $38,000.00	$304,000.00
Contract Interpreters (fees) - 50 @ $1,000.00 (per year)	$50,000.00
Equipment:	
- Translation units - 50 @ $5,200.00	$26,000.00
- Permanent translation booths - 5 @ $6,400.00	$32,000.00
- Portable translation booths - 45 @ $4,400.00	$198,000.00
Travel and accommodation:	
- Supervisor/trainer - (per year)	$100,000.00
- Interpreters - 8 @ $50,000.00 (per year)	$400,000.00
Maintenance for equipment (per year)	$20,000.00

APPENDIX "A"

DEPARTMENT OF JUSTICE AND PUBLIC SERVICES
HEADQUARTERS, YELLOWKNIFE
COURT SERVICES DIVISION (ADMINISTRATIVE)
ORGANIZATION CHART #4

DEPUTY MINISTER'S APPROVAL:

_____

EFFECTIVE DATE: _____

LEGISLATIVE ASSEMBLY OFFICIAL LANGUAGES

Aboriginal Languages

Affected Areas

1) Sound/Translation System

Use of seven aboriginal languages would require the expansion of the Legislative Assembly sound system. At present, the system has the capability of three languages plus English. The system would have to be expanded with the addition of the following equipment:

2 Interpreter Consoles	$8,000
Microphones	1,120
Transmit Modules	2,600
Headsets	1,040
InfraCom Receivers	10,000
Interpreter Booths	28,000
Receiver Storage/Charging Tray	1,500
Cases for Booths	2,000
Console Operator (Casual for 12 weeks)*	$4,500
TOTAL	$58,760

*Included with the purchase and installation of the equipment would be the use of a casual employee for twelve (weeks) of the year when the Assembly is in session to operate the system.

2) Interpreters/Translators

Naturally with the increase in aboriginal language use in the Assembly, the Legislature would require an increase in the staff of the Language Bureau of the Department of Information. I would assume that this would be costed by the Department of Information. The person years would be in the Language Bureau but when they are working with the Assembly, we have to bear the costs of accommodation and meals. A decision would be required if this would continue and, perhaps, even more of the costs should be borne by the Legislative Assembly.

3) Records/Journals

If the Commissioner, on the recommendation of the Executive Member, makes regulations allowing Part II of the Ordinance to apply to aboriginal languages, then this would cause a subsequent increase in person years, capital and O & M costs. This is hard to estimate as we would not know the extent of the use.

DEPARTMENT OF HEALTH

NATIVE LANGUAGE REQUIREMENTS

The Government of the Northwest Territories, through the Department of Health, could make a recognizable impact in enhancing the ability of the Government of the Northwest Territories in the provision of direct personal services to the northern residents of aboriginal descent in a manner and language to which they are accustomed.

Specifically, the Department of Health would address your goals in the following manner:

Goal 1

To increase translation/interpretation services provided by the GNWT to allow improved access to public services to native people whose first language is not English.

1.1 We propose to improve access to public services in our hospitals and health care institutions by providing opportunity for people of native descent who are bilingual to act as interpreters. (This would increase employment of bilingual northerners.)

1.2 We propose to improve the provision of services to native peoples by provision of interpreters and trained translators to our hospitals and institutions which would allow full access for native people to participate in the management and administration of these institutions and agencies.

Goals 2 and 3 should be addressed by the Language Bureau.

Goal 4

To conduct research necessary to develop languages to a standard which they can be recognized as official languages.

There is a defined lack of translation between the native languages and English in medical terminology.

.../2

4.1 We propose, by the provision of a trained translator in the Department of Health, who would address specifically translation of language to meaningful medical terminology,would allow access to native population.

In our earlier brief, we identified the following costs of enhancment:

1.0 Interpretation Services at Nursing Stations

Although this, at the moment, is a Medical Services, Health and Welfare Canada, responsibility; they and the Department of Health, G.N.W.T., recognize the shortfall in native bilingual interpretor-clerks throughout the N.W.T.

2.0 Health Promotion

This is the responsibility of the Department of Health and an immediate need for two trained translators to perform the functions as described earlier.

The costs would be:

1984/85 -	Staff (2) for a 1/2 year period	$40,000.
	O & M	5,000.
		$45,000.
1985/86 -	Staff (2)	$80,000.
	O & M	10,000.
		$90,000.

This would continue in subsequent years.

3.0 Research Medical Terminology Translator

One full-time person who, under the direction of medical and paramedical staff in the Department of Health, would translate languages to meaningful medical terminology.

This person would translate common medical and hospital policies (across all agencies in the N.W.T.), procedures, rules, and regulations into the native languages.

Estimated cost of enhancement:

.../3

1984/85 - 1/2 Person year	$20,000.
O & M	2,000.
	$22,000.
1985/86 - 1 Person year	$45,000.
O & M	5,000.
	$50,000.

Continues in subsequent years.

4.0 Enhancement of Language Services in Hospitals and Health Care Insitutions

Baffin Regional Hospital

At the Montreal Referral Centre, two positions in the bilingual-interpretor classification at a cost of $70,000.

Translation Service - one position full time for management administrative purposes for a Board of Management of at least eight native people. Cost $40,000.

Other written translator services to be provided by the Language Bureau estimated at a cost of $25,000.

Stanton Yellowknife Hospital

1985/86 - add new bilingual interpretor	$30,000.
1986/87 - add 3.5 new bilingual interpretors	105,000.

Hospital will expand from 72 beds to 135 beds during this year.

Detoxification Centre - Yellowknife

1985/86 - add 1.0 bilingual interpretor/ counsellor	$30,000.

Caused by increasing referrals and admissions from native peoples.

Winnipeg Referral Centre

1985/86 - add 1.0 blingual interpretor/clerk	$30,000.

At the present time, using an ad hoc arrangement which should be improved.

DEPARTMENT OF SOCIAL SERVICES

NATIVE LANGUAGE REQUIREMENTS

Public Awareness/Meetings

Title	Approx. No. of Pages
Alcohol & Drug Co-ordinating Council	
- Minutes	60
- information	180
Baffin Regional Information Centre	100
Annual Alcohol & Drug Conference	300
Foster Parents	50
Young Offenders	100

Correspondence/Contracts, etc.

Alcohol Awareness Week	250
Alcohol & Drug Contributions Contracts	30
Alcohol & Drug Correspondence	200
Aged & Handicapped Correspondence	100
Child Welfare Correspondence	150
Young Offenders Correspondence	150
Social Assistance Correspondance	160
General Training Correpondence	50

Changes to Regulations, etc.

Departmental annual total	150

Appointments, etc.

Departmental annual total	200

DEPARTMENT OF SOCIAL SERVICES

NATIVE LANGUAGE REQUIREMENTS

Program Manuals

Title	Approx. No. of Pages
Alcohol & Drug Administration Manual	300
Alcohol & Drug Education Curriculum	900
Addiction Counsellor Training Manual/ Trainer's Copy, Participant's Copy - 5 Volumes	400
Prevention Training in the Addictions Field	250
CORE Knowledge	500
RMC NWT Alcohol Report	150
Torrance Feasibility Report	100
Services to the Aged & Disabled	70
Special Services Directory	250
Family & Children's Welfare Services Manual	175
Young Offenders Act/Ordinance Summary	100
Social Assistance Manual	220
Institutional Operation Manual - 2 Volumes	500
Department of Social Services Courses & Resources Manual	600
Fine Option Program Manual	120
Inmate Handbook	30
Young Offenders' Program Manual	150

DEPARTMENT OF SOCIAL SERVICES

NATIVE LANGUAGE REQUIREMENTS

Training Materials/Resources

Title	Approx. No. of Pages
Education Curriculum - 80 films - 50 pamphlets & posters	750 (?)
ACT, PTAF Training	200
Departmental Resources - brochures & posters	120
Trainer of Trainers Program	150
Foster Parent Training Program	150
Foster Parents' Conferences/Workshops	75
Foster & Adoption - brochures & posters	36
Child Abuse - brochures & posters	36
Youth Worker Training - slides	50 3 reels x 80 slides
Young Offenders Community Committee Training	500
Young Offenders - brochures & posters	36
Child Welfare Subsidy - brochures & posters	6
Social Assistance Conferences/Workshops	150
Aged & Handicapped - brochures & posters	30
Aged & Handicapped Conferences/Workshops	300
Corrections Officer Training Manual	200
Probation Officers' Manual (Training)	120
Training Films	40 x 30 mins.
Training Slides	10 reels x 80 slides

N.W.T. PRINCE OF WALES NORTHERN HERITAGE CENTRE

Anticipated Translation Needs

It can be assumed that most of our requests for translation will be amply met by the GNWT Translation Bureau. Sections whose activities could require translation include:

1) archives,
2) exhibition,
3) curatorial,
4) education/extension,
5) museums advisory
6) archaeology
7) administration

Specific needs for interpretation might arise regarding,

1) internal reports,
2) correspondence,
3) personal communications (ranging from phone calls to community meetings),
4) territory wide consultations.

For example, Archaeology produces 2000 pages of in-house reports annually, has 100 pieces of correspondence annually between the section and communities, and participates in about 50 personal communications with committees annually. Archaeology anticipates the need for translation services during community consultations regarding Archaeological Sites Regulations.

The services of the Translation Bureau would be required to provide multilingual introductory pamphlets and advertising for the Prince of Wales Northern Heritage Centre.

In the event that widespread translation of exhibit texts became necessary, there would be a requirement for contracts with elders to provide accurate texts, and for an announcer to record the text.

Audio would be the most appropriate means of providing exhibit texts in indigenous languages. There would be extensive capital costs in providing this service - $50,000.

LIBRARY SERVICES

Community Services Librarian

$100,000 (includes salary, benefits and travel).

Purpose

To contact, train and coordinate native people in a variety of programs.

Example: Writers workshops, native storytelling, supervision or oral history projects, public readings and publicity program.

Explanation:

Writers' workshops designed to give intensive training to young people 15-25 years of age who have developed a facility with written communication concentrating on the creative elements. Writers will be brough in who can transmit skills and approaches to the creative process that is an alternative to what is available in schools.

3 - 5 writer/facilitators with workshops could involve approximately 30 young people. Students would live in a writers' community residence. 1 (one) situated in the Eastern Arctic and 1 (one) in the Western Arctic over the period of 2 - 3 weekends from Friday to Sunday spread over a nine month period. Topics include how to keep journals, the creative process, use of a variety of words to express different ideas, descriptive and narrative writing techniques. Northern authors will be utilized as much as possible.

Costs:

Honorarium for writers

3 writers @ $250 per session X 3 sessions
$2,250.00

Travel for students to 2 central locations
30 students X $500 $1,500.00

Residence including food $35 X 3 weekends X 30 students
$3,150.00

Selection of 5 - 7 of these students to give public reading in five different locations in each region.
$20,000

ORAL HISTORY PROJECT AND KIT DEVELOPMENT -- This project is to try to reach as many people as possible in the communities, especially the elders, to give them the right to share their history and their heritage with the coming generation and the public.

For this project, project workers, translators, editing, and secretarial work is required.

3	Project workers:	(for 18 months)	$40,500 each	121,500
3	Translators:	(for 18 months- $20/hour)	43,200 each	129,600
1	Secretary:	$25,000/year for 18 months		37,500
	Editing	put out for contract		30,000
	Audio-visual equipment (hardware and software)			75,000
	Promotion material, ie. posters and Pamphlets & distribution			5,000
	Travel funds for project workers to different communities			10,000
	Travel expenses for project workers			
	Honoraria (three per community)			$3000 - $5000

Storytelling project

Hiring of a native person trained in storytelling to travel to all communities to instruct in storytelling skills and pass on interesting stories in indigenous languages.

Library Advisory Board

To make recommendations on projects and future developments and programs of Library Services.

1 representative from each of 5 regions
1 M.L.A. and 3 members at large

$ 15,000

Collection and Development of Library Materials

Collection of native language materials in multiple copies for distribution to all communities.

$ 50,000

Large print project

Translation into large print selected materials on subjects of interest to native people with vision impairments. $ 50,000

ADDITIONAL DEPARTMENTAL REQUIREMENTS

Department of Economic Development

1. There are a total of 12 annual meetings of the Business Loan Fund Board and the Eskimo Load Fund Board which would require translation services. At present an individual must be fluent in English to serve on these boards.

2. Approximately 70 loans (12 pages each) and 150 contribution agreements (3 pages each) would require translation in addition to all tne department's publications (which are included in the government's cost for printing).

Department of Renewable Resources

1. The Department would require translation services for Hunters and Trappers Association Meetings.

A P P E N D I X G

Resources Required for a Task Force on Native Languages Services

TERMS OF REFERENCE

ENHANCEMENT OF NATIVE LANGUAGE SERVICES

POLICY OBJECTIVES

1) Recognizing the failure to do so may prejudice the right of many residents who do not speak either official language to access government programs and services. The government is committed to the development and use of indigenous languages of the Northwest Territories.

2) Recognizing the composition of the N.W.T. public service is not representative of the population of the North, the Government of the N.W.T. is committed to increasing employment of bilingual northern residents and to provide training to allow public servants to acquire competency in a native language.

OBJECTIVES OF LANGUAGE SERVICES PROGRAM STUDY

1) To recommend appropriate objectives for:

   (a) Promoting the use of languages indigenous to the North.

   (b) Enhanced language research leading to development of native languages.

ASSUMPTIONS

1) It can be assumed that there will be a full implementation of language services as described in appendix A. However, in the short term, full implementation will not be possible due to a lack of trained resources. Nevertheless, this assumption will permit a "target" level of service to be established for the purposes of costing.

2) Fiscal year 1983/84, the base year for purposes of costing, is representative of demand for written material and communication services.

3) Resources will be made available to implement language services.

DEFINITIONS

Ministerial Committee

A committee established by Executive Council to recommend on the establishment of native language services as the working languages of the GNWT.

Working Committees

Under the direction of the ministerial committee, separate working committees will be established to provide recommendations on:

(i) Language of instruction within N.W.T. schools.

(ii) Organizational arrangements

(iii) Resources required.

(iv) Implementation

Composition of the Ministerial Committee

The Ministerial Committee will be made up of a chairman and two members representing both Dene and Inuit. The chairmen of working groups will act as ex-officio members.

Authorities and Accountabilities

Upon the approval of Executive Council, the Ministerial Committee:

1) Be directed within the course of their work to seek views from interested N.W.T. residents in all regions and to draw on similar experiences of other governments.

2) Be authorized to establish such working groups as required to assist them in examination of any aspect of their terms of reference.

3) Be assisted by the GNWT employees particularly in acquiring access to written material.

4) Within the limits of resources provided to engage the services of staff and advisors they considered necessary or advisable to aid them in the conduct of the study.

Responsibilities

The committee will advise and report on:

(a) The appropriate objectives for the enhanced use of native languages within the public service considering the following:

- Identification and description (age, sex, geographic location) of the Northwest Territories' population who understand or use only native languages.

- Assessment of the government's capability to provide services on the native languages.

(b) Appropriate objectives for the development of native languages based on:

- An assessment of each language requirement to bring language up to a standard suitable for official use in both written and oral forms.

- To propose a long term plan for language development.

(c) The appropriate objectives for the native language instruction in the schools.

- Assess current use in the classroom and the effectiveness of existing programs.

- To identify potential supply of bilingual instructors in NWT schools.

- To develop strategies for accelerating training of qualified bilingual teachers through the T.E.P. and other institutions.

- To develop a long term plan for the expansion of native language instruction to meet the goals identified.

(d) To propose an appropriate organizational structure required to achieve the above objectives.

(e) To prepare a five-year projection on the allocation of resources required to achieve the objectives defined above.

(f) To submit a report containing recommendations in all areas previously outlined.

Time Frame

The report shall be provided to all council members prior to September 15th.

Consultation

The committee will meet with and/or receive briefs submitted by the following:

1) Native groups
2) Language specialists
3) Regional Councils
4) Local Education Authorities
5) Interested public

RESOURCES REQUIRED FOR TASK FORCE ON NATIVE LANGUAGE SERVICES

The task force would operate for six months through contract

Committee Research		
1 chairperson and 2 members	$90,000	
clerk typist	6,000	
		$96,000
Travel and Accommodation	90,000	90,000
Research		
2 researchers	40,000	
Language Research		
1) Athapaskan	20,000	
2) Inuvialuktun	20,000	
3) Inuktitut	15,000	95,000
Printing		10,000
Other Expenses		5,000
Total Resources		$296,000